Outcome (indicators)	4 - Mastery	3 - Proficient	2 - Approaching	1 - Beginning
Context – Overall Product CC5.1 Compose and create a range of visual, multimedia, oral, and written texts that explore, identity, community, social responsibility and express personal thoughts shaped through inquiry. (a) Create written texts that include: • a clear and specific message • a logical and coherent organization of ideas • a competent use of language and conventions	Creates written texts that include: • an **insightful** message • a **thoughtful** organization of ideas • a **purposeful and precise** use of language and conventions	Creates written texts that include: • a **clear and specific** message • a **logical and coherent** organization of ideas • a **competent** use of language and conventions.	Creates written texts that include: • a **general** message • a **basic** organization of ideas • a **simple** use of language and conventions.	Creates written texts that include: • a **vague or unrelated** message • **little** organization of ideas • **uncertain** and/or **unsuitable** use of language and conventions.
Message **CC5.4 Use a writing process to experiment with and produce multi-paragraph narrative, expository, and persuasive compositions that clearly develop topic and provide transitions for the reader.** (a) Write clear multi-paragraph compositions (e.g., three to five paragraph report or essay of at least 300 words) that focus on a central idea, reflect awareness of the audience(s) and purpose(s), contain clear introductions and conclusions, and include paragraphs in a logical sequence.	Compositions and presentations are **original** and **insightful**. Writes **comprehensive** multi-paragraph compositions that: • focus on a central idea that **captures interest** • respond to the audience(s) and purpose(s) • contain **engaging** introductions and conclusions that synthesize • include paragraphs in an **engaging** sequence.	Compositions and presentations are **clear** and **thoughtful**. Writes **clear** multi-paragraph compositions that: • focus on a central idea • reflect awareness of the audience(s) and purpose(s) • contain **clear** introductions and conclusions • include paragraphs in a **logical** sequence.	Compositions and presentations are **straightforward** and **unrefined**. Writes **simple** multi-paragraph compositions that may: • include a general idea • reflect some awareness of the audience(s) and/or purpose(s) • contain **ineffective introductions** and/or conclusions • include paragraphs in a **disorganized** sequence.	Compositions and presentations are **basic**. They are **limited, unfocused** and/or **unclear**. Writes **limited** paragraph compositions that **may :** • **lack** a clear **focus** • reflect non-existent awareness of the audience(s) and purpose(s) • contain an **unrelated or non-existent** introduction and/or conclusion • include an order that impedes understanding.
(d) Write narrative compositions that develop a situation or plot and point of view, describe the setting, and present an ending.	Writes **engaging** narrative compositions that: • **clearly and creatively** develop a situation or plot and point of view • **vividly** describes the setting • present a **compelling** ending.	Writes **narrative** compositions that: • develop a situation or plot and point of view • describe the setting • present an ending.	Writes **simple** narrative compositions that **may**: • develop a **simplistic** situation or plot and/or point of view • describe some aspects of the setting with **minimal** detail • present an **ineffective** ending.	Writes **limited** narrative compositions that **may :** • present a **vague** situation with unclear point of view • **vaguely** describe an aspect of the setting • present an **unclear and/or unfinished** ending.
(e & f) Write expository compositions, including reports that establish a topic, include important ideas or events in a logical order, provide details and transitional expressions that clearly link one paragraph to another, and offer a concluding paragraph that summarizes important ideas.	Writes **accurate** expository compositions that: • establishes a clear and **engaging** topic • include important ideas or events in an **insightful** order • provide **well-chosen** details and effective transitional expressions that **skillfully** link one paragraph to another • offer a conclusion that **synthesizes** important ideas	Writes expository compositions that: • establish a **clear** topic • include important ideas or events in a **logical** order • provide details and transitional expressions that **clearly link** one paragraph to another • offer a conclusion that **summarizes** important ideas.	Writes **simple** expository compositions that may: • establish a topic • include ideas or events in an **illogical** order • provide **some** details and transitional expressions that may link one paragraph to another • offer an **ineffective** conclusion.	Writes **limited** expository compositions that **may :** • **vaguely** establish a topic • include a few ideas in an order that **impedes** understanding • provide **few** and/or **unrelated** details • offer an **unclear** conclusion.
(i) Write persuasive letters or compositions that state a clear position, support that position with relevant evidence, follow a simple organizational pattern, and address the reader's need for clarity.	Writes **convincing** persuasive letters or compositions that: • state an **insightful** position • support that position with **compelling** evidence • follow an organizational pattern • **thoroughly** address the reader's need for clarity.	Writes persuasive letters or compositions that: • state a **clear** position • support that position with **relevant** evidence • follow a **simple** organizational pattern • address the reader's need for clarity.	Writes **simple** persuasive letters or compositions that may: • state a position • support that position with details • attempt to follow a **simple** organizational pattern	Writes **limited** persuasive letters or compositions that may: • state an **unclear** position • support that position with **unrelated** or **vague** details • follow a **simple** organizational pattern **with teacher support**

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Use of Strategies (b) Select and flexibly use appropriate strategies (before, during, and after) to communicate meaning when writing.	**Confidently selects and flexibly** uses appropriate strategies (before, during, and after) to communicate meaning when writing. Such as: <u>Before</u> Uses **prior knowledge** and a **variety** of strategies to: • consider role, audience, forms, topic, and purpose (RAFTS) • generate and develop ideas **Effectively** uses organizers while planning. <u>During</u> Creates **well-crafted** drafts and experiments with end product. Self and peer edit **independently**. Thoughtful revisions made **independently**. Confers with others **purposefully**. <u>After</u> **Confidently** and **enthusiastically** shares polished final product with audience.	Select and **flexibly** use appropriate strategies (before, during, and after) to communicate meaning when writing. Such as: <u>Before</u> Uses a **variety** of strategies to: • consider role, audience, forms, topic, and purpose (RAFTS) • generate and develop ideas, with some direction Uses organizers while planning. <u>During</u> Creates drafts and often experiments with end product. Self and peer edits **with teacher direction**. Revisions made **with teacher direction**. Confers with others. <u>After</u> Polishes, practices, and shares final product with audience.	Selects and uses **limited strategies** (before, during, and after) to communicate meaning when writing. Such as: <u>Before</u> **Occasionally** uses a variety of strategies to: • consider role, audience, forms, topic, and purpose (RAFTS) • generate and develop ideas, with prompting Makes **limited use** of organizers while planning. <u>During</u> Creates **simple** drafts and may experiment with end product, if encouraged. Self and/or peer edits with **teacher support**. Basic revisions made with teacher direction. Confers with others, sometimes. <u>After</u> Practices, **with guidance**, and shares, **with prompting**, final product.	**Needs support** to use strategies (before, during, and after) to communicate meaning when writing. Such as: <u>Before</u> Shows **little awareness** of strategies to: • consider role, audience, forms, topic, and purpose (RAFTS) • generate and develop ideas, with direction Uses teacher-selected organizers, **with support**, while planning. <u>During</u> Creates drafts **rarely**. May self-edit with explicit teacher support. Revising, with direction, in a **limited** way. Confers, with prompting, with adults. <u>After</u> **Refuses or rarely** shares final product.
(g) Use various note-making strategies (paraphrasing, summarizing, highlighting, graphic organizers, outlining) to glean information and ideas for expository or informational writing. (h) Create documents by using electronic media and employing computer features (e.g., topic searches, thesaurus, spell checks).	**Thoughtfully** uses various note-making strategies (paraphrasing, summarizing, highlighting, graphic organizers, outlining) to glean information and ideas for expository or informational writing. **Efficiently** creates documents by using electronic media and employing computer features (e.g., topic searches, thesaurus, spell checks).	Uses various note-making strategies (paraphrasing, summarizing, highlighting, graphic organizers, outlining) to glean information and ideas for expository or informational writing. Creates documents by using electronic media and employing computer features (e.g., topic searches, thesaurus, spell checks).	**Basic** use of some note-making strategies (paraphrasing, summarizing, highlighting, graphic organizers, outlining) to glean information and ideas for expository or informational writing. Creates documents with **limited** use using electronic media and/or computer features (e.g., topic searches, thesaurus, spell checks).	Uses **a teacher directed** note-making strategy (paraphrasing, summarizing, highlighting, graphic organizers, outlining) to glean information and ideas for expository or informational writing. **With support**, creates documents by using electronic media and/or employing computer features (e.g., topic searches, thesaurus, spell checks).
Cues & Conventions (c) Understand and apply relevant pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic, and other cues and conventions to communicate meaning when writing.	Understands and applies **relevant and engaging** pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic, and other cues and conventions to communicate meaning when writing. Such as: Language is consciously **well chosen**. Language register is **appropriate** to audience and purpose. Tone and voice **consistently** maintain interest A **definite** point of view (including purpose and focus) is evident. The composition **enhances** the format. Composition flows.	Understands and applies relevant pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic, and other cues and conventions to communicate meaning when writing. Such as: Language is **straightforward, clear**, and **appropriate.** Appropriate language register is used. Tone and voice are **evident**. A purpose and a focus are established. The composition sticks to the format. Composition **generally** flows.	**Attempts** to apply some pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic, and other cues and conventions to communicate meaning when writing. Such as: Language is **acceptable but unsophisticated**. Language register **may not be appropriate for** audience and purpose. Tone and voice **may not be evident or appropriate.** Purpose is established. Composition **attempts** to stick to the format. Composition **lacks** a smooth flow.	**Uncertain and simplistic** use of pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic, and/or other cues and conventions to communicate meaning when writing. Such as: Language is **unclear, inappropriate, or immature**. Language register **may not be appropriate** for audience and purpose. Tone and voice **not evident**. Purpose or focus is **not clear**. Composition does not resemble the format. Composition does not flow.

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	Sentence structure and length are **varied** and **polished**. Word choices show style and efficiency. Text adheres to accepted standards of spelling, punctuation, and capitalization. Any errors are a result of risk taking.	**Some variety** in sentence structures and length are used. Common sentence constructions are correct. Usage, spelling, punctuation, and capitalization are **generally** correct. Ideas are **clear** despite any mechanical errors.	**Common** and **simple** sentence constructions/patterns are used but vary little in length and structure. Words are sometimes **vague**. Errors are made in usage, spelling, capitalization, and punctuation. Errors **interfere** somewhat with communication.	Sentences are **incomplete, run-on, or simple** in structure. **Abundance of** structural and mechanical **errors** in usage, spelling, capitalization, and punctuation. Errors **seriously interfere** with communication.

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