
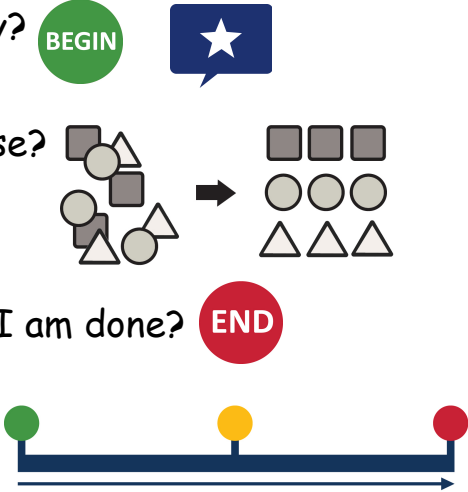







Correlation Copy for Teachers: Use this version of the rubric to correlate the Student Rubric to the Level 3 Proficiency criteria on the Teacher Rubric. The Teacher Rubrics used for grading describe four levels of student work. A score of 4 reflects work that goes beyond the best self-assessment ranking a student might give. For more information, see the pertinent Teacher Rubric and the Rubrics Introduction in the TEACHER RESOURCE GUIDE.

3 (Meets expectations)		Ask yourself: <i>Did I...?</i>	
Focus on Task and Text	<ul style="list-style-type: none"> Responds to all elements of the prompt (ns) If prompt is text-based: demonstrates comprehension of a few elements of text(s) (ns) 	<ul style="list-style-type: none"> complete all parts of the task? show what I know about the text? 	
	<ul style="list-style-type: none"> Introduces a topic by naming the topic directly (W.1.2) Organized with generic information grouped together to support the topic (W.1.2) Attempts to provide closure but does so in an abrupt way (ns) Organized with a logical beginning, middle, and end (W.1.2) 	<ul style="list-style-type: none"> BEGIN by naming the topic clearly? put ideas in groups that make sense? END in a way that shows readers I am done? use a beginning, middle, and end? 	

3 (Meets expectations)		Ask yourself: <i>Did I...?</i>	
Development and Support	<input type="checkbox"/> Supplies details from text(s) when appropriate (W.1.2)	<input type="checkbox"/> tell about my ideas with details?	  
	<input type="checkbox"/> Recalls information from experiences or provided sources, with few inaccuracies (W.1.8)	<input type="checkbox"/> use details from my life or texts?	
Language	<input type="checkbox"/> Correctly uses words acquired through studied texts (L.1.6)	<input type="checkbox"/> use words from the text correctly?	ABC 
	<input type="checkbox"/> Uses frequently occurring adjectives to provide additional detail (L.1.1.F) <input type="checkbox"/> Correctly forms and includes simple and compound sentences (L.1.1.J)	<input type="checkbox"/> use describing words to tell more? (Example: <i>big dog</i> or <i>red truck</i> not just <i>dog</i> or <i>truck</i>) <input type="checkbox"/> use sentences like this? Example: José runs fast. Example: José runs fast, but Sam still wins.	

- ☐ Shows command of language standards including:
 - printing all upper- and lowercase letters;
 - proper capitalization;
 - use of commas in dates and to separate single words in a series;
 - using singular and plural nouns with matching verbs in basic sentences;
 - using possessive and indefinite pronouns;
 - using verbs to convey a sense of past, present, and future;
 - using frequently occurring adjectives; using frequently occurring conjunctions;
 - using end punctuation for sentences;
 - using conventional spelling for words with common spelling patterns and for frequently occurring irregular words; and spelling untaught words phonetically (L.1.1.A, L.1.2.A, L.1.2.C, L.1.1.B, L.1.1.C, L.1.1.D, L.1.1.E, L.1.1.F, L.1.1.G, L.1.2.B, L.1.2.D, L.1.2.E)
- ☐ Some conventions errors interfere with meaning (L.K.1, L.K.2)

- ☐ write big and small letters the right way?

Follow writing rules to use:

- ☐ capital and lowercase letters? (Example: ABC abc)
- ☐ commas in dates? (,) (Example: May 5, 2018)
- ☐ commas with many words together? (,) (Example: car, bus, bike)
- ☐ the right noun (cat) for my verb (*runs*)?
Example for 1 cat: *The cat runs.*
Example for 1+ cats: *The cats run.*
- ☐ words to show belonging? (Example: *his*)
- ☐ the right verbs (action words) to tell now, in the past, or in the future?
(Examples: *talk, talked, will talk*)
- ☐ describing words? (Example: *more, fast, hot*)
- ☐ *but, or, and*?
- ☐ ? ! or . to end sentences?
- ☐ rules to spell?