
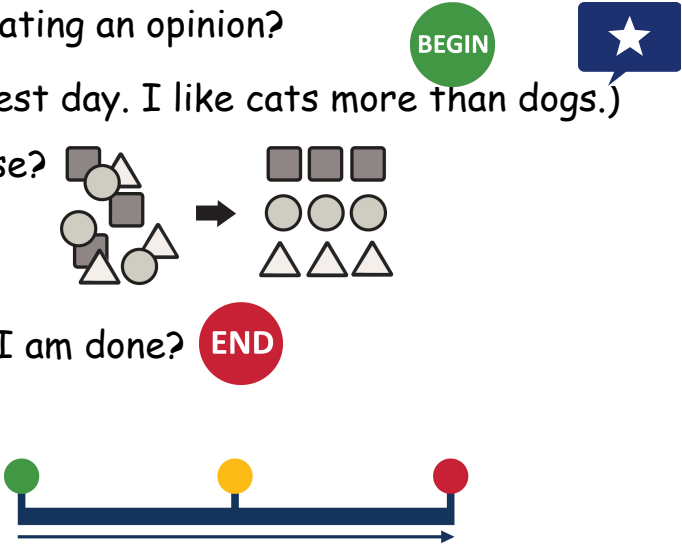







Correlation Copy for Teachers: Use this version of the rubric to correlate the Student Rubric to the Level 3 Proficiency criteria on the Teacher Rubric. The Teacher Rubrics used for grading describe four levels of student work. A score of 4 reflects work that goes beyond the best self-assessment ranking 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"><input type="checkbox"/> Provides complete responses to all elements of the prompt (ns)<input type="checkbox"/> Demonstrates comprehension of several elements of topic or text(s) (ns)	<ul style="list-style-type: none"><input type="checkbox"/> complete all parts of the task?<input type="checkbox"/> show what I know about the text?	
Organization	<ul style="list-style-type: none"><input type="checkbox"/> Introduces the topic and states an opinion (W.1.1)<input type="checkbox"/> Organized with generic information grouped together to support the topic (W.1.1)<input type="checkbox"/> Includes a sense of closure to clearly show the writing is complete (W.1.1)<input type="checkbox"/> Organized with a logical beginning, middle, and end (W.1.1)	<ul style="list-style-type: none"><input type="checkbox"/> BEGIN by naming the topic and stating an opinion? (Examples: I think Friday is the best day. I like cats more than dogs.)<input type="checkbox"/> put ideas in groups that make sense?<input type="checkbox"/> END in a way that shows readers I am done?<input type="checkbox"/> 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 to support the opinion (W.1.1)	<input type="checkbox"/> tell about my opinion with details	  
	<input type="checkbox"/> Recalls information from experiences or provided sources to support the opinion (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 convention 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?