















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	<input type="checkbox"/> Provides complete responses to all elements of the prompt (ns)	<input type="checkbox"/> Complete all parts of the task?	
	<input type="checkbox"/> If prompt is text-based: demonstrates comprehension of text(s) (ns)	<input type="checkbox"/> show what I know about the text?	  
Organization	<input type="checkbox"/> Includes students of beginning, middle, and end where events are organized into a logical sequence (W.1.3)	<input type="checkbox"/> tell the beginning, middle, and end of the story?	
	<input type="checkbox"/> Tells events in the order in which they occurred (W.K.3)	<input type="checkbox"/> tell in order?	
	<input type="checkbox"/> Recounts events with details to reveal a problem and solution (W.1.3)	<input type="checkbox"/> show the problem?	
		<input type="checkbox"/> show how it was solved?	
	<input type="checkbox"/> Uses temporal or other transition words to signal event order (W.1.3)	<input type="checkbox"/> use transitions to show when and where events happen?	
	<input type="checkbox"/> Provides general sense of closure to the event(s) (W.1.3)	<input type="checkbox"/> end in a way that shows readers I am done?	

Development and Support	<input type="checkbox"/> Uses details to describe character(s), and the setting or major event(s) to clarify the narrative (W.1.5)) <input type="checkbox"/> Recalls information from experiences or provided sources (W.1.8)	<p>tell about parts of the story:</p> <p><input type="checkbox"/> characters? </p> <p><input type="checkbox"/> setting? </p> <p><input type="checkbox"/> big events?</p> <p><input type="checkbox"/> use details from my life or texts?  </p>
Language	<input type="checkbox"/> Correctly uses words acquired through studied texts (L.1.6) <input type="checkbox"/> Uses frequently occurring adjectives to provide additional detail (L.1.1.F) <input type="checkbox"/> Uses correctly formed simple and compound sentences (L.1.1.J)	<p><input type="checkbox"/> use words from the text correctly? ABC </p> <p><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>)</p> <p><input type="checkbox"/> use sentences like this? Example: José runs fast. Example: José runs fast, but Sam still wins.</p>

- ☐ Shows command of language standards including:
 - putting a space between most words;
 - printing upper- and lowercase letters, capitalizing the first word of most sentences and not mixing capitalization within words;
 - using end punctuation;
 - spelling word-wall words correctly; spelling simple words phonetically by drawing on knowledge of sound-letter relationships (L.K.1.A, L.K.1.C, L.K.1.F, L.K.2.A, L.K.2.B, L.K.2.C, L.K.2.D)
- ☐ Some conventions errors interfere with meaning (L.1.1, L.1.2, L.1.3)

- ☐ 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 cat runs.*
- ☐ 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?