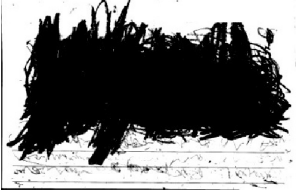
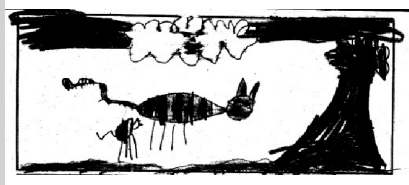
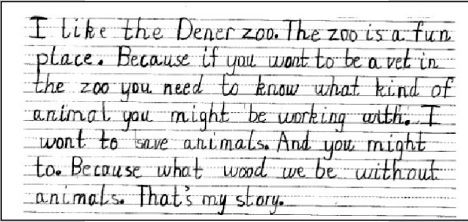
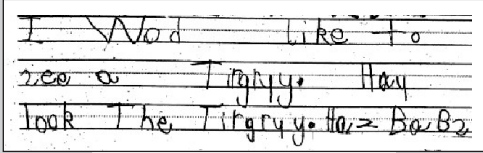
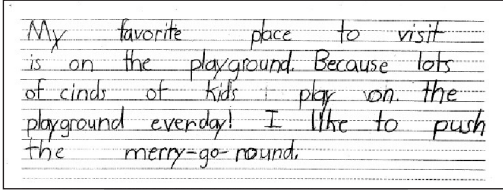
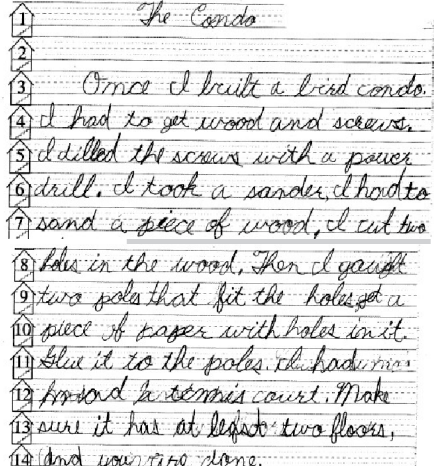
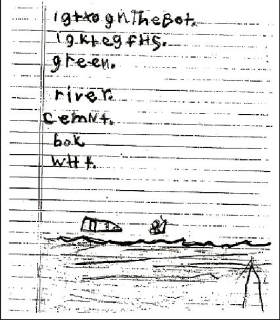

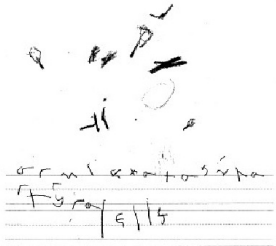

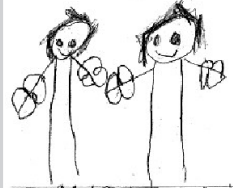
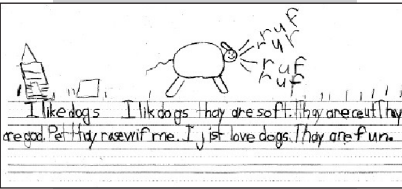



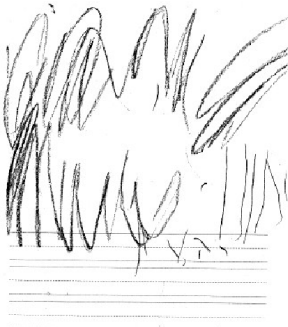
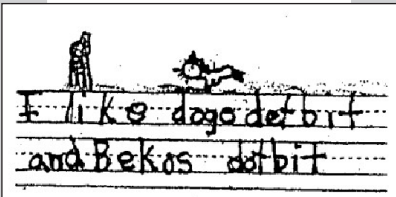
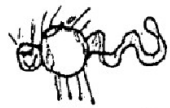
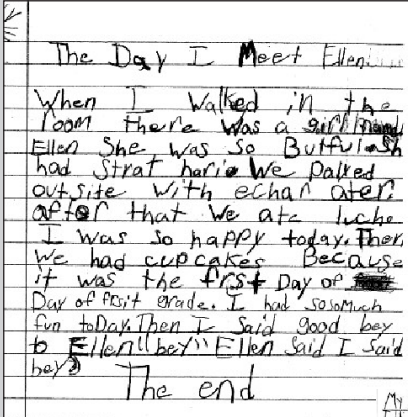
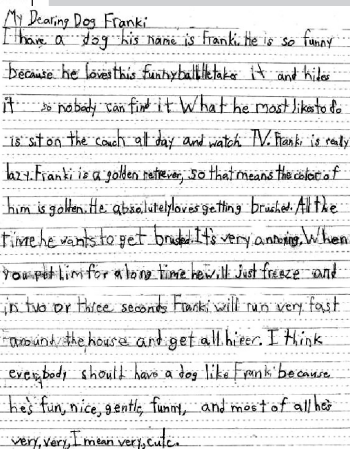
Grades K-2 Traits Rubric for Ideas

1 Beginning	2 Emerging	3 Developing	4 Capable	5 Experienced	6 Exceptional
<ul style="list-style-type: none"> Ideas are unclear; the writer's print sense is just beginning Supporting details are not present Pictures are not clear Focus is not present There is no development of the idea 	<ul style="list-style-type: none"> Idea(s) are conveyed in a general way through text, labels, symbols Supporting details are not present Pictures connect with a word, label, or symbol The writing is unclear or extremely limited There is no development of the idea 	<ul style="list-style-type: none"> A big idea is stated Supporting details are minimal Pictures, graphs, and charts (if present) offer supporting details The writing is limited to one sentence (or repeats the same idea) The development of the idea is simplistic 	<ul style="list-style-type: none"> The big idea is clear, but general; the writing involves a simple story or explanation Supporting details are present Pictures, graphs, and charts (if present) support the text The writing is generally on topic, with a few missteps The development of the idea is adequate 	<ul style="list-style-type: none"> The big idea is clear; the topic is narrowed Supporting details are relevant, logical, and mostly accurate Pictures, graphs, and charts (if present) clarify the text The writing is generally focused and usually stays on topic The development of the idea is complete 	<ul style="list-style-type: none"> The big idea is clear and original; the topic is narrowed Supporting details are relevant, accurate, and specific Pictures, graphs, and charts (if present) enhance the text The writing is focused and stays on topic The development of the idea is generous and complete   
		<p>lyg duys ayos oas</p>			


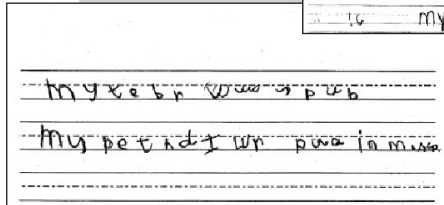

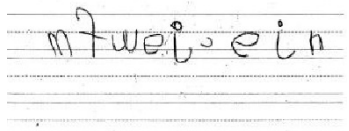

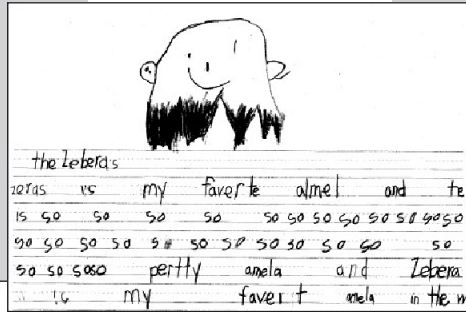
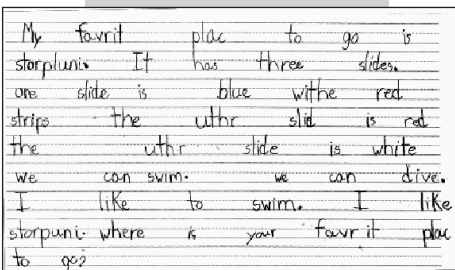
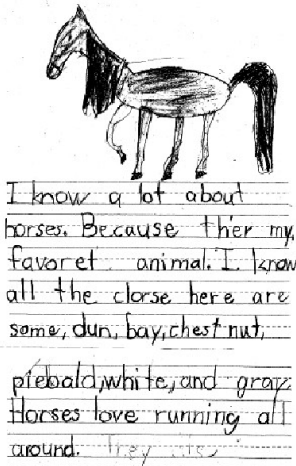
Grades K-2 Traits Rubric for Organization

1 Beginning	2 Emerging	3 Developing	4 Capable	5 Experienced	6 Exceptional
<ul style="list-style-type: none"> • There is no sense of structure • Picture elements are random, scattered, or unbalanced • There are no transitions • There is no sense of sequencing • There is no beginning • There is no sense of formatting 	<ul style="list-style-type: none"> • A sense of structure is beginning to emerge • Pictures show attempts to order and balance elements • Transitions are not present • Sequencing is not present • A beginning is attempted; there is no middle or end • Formatting signs are emerging (left-right orientation, picture and text placement, spacing) 	<ul style="list-style-type: none"> • A structure is present • Picture elements are placed logically • Transitions are missing or rely solely upon connectives ("and," "and then") • Sequencing is not present or is confusing • A bare beginning and middle are present; there is no clear ending • Text and pictures are generally formatted correctly on the page 	<ul style="list-style-type: none"> • Structure is clearly present and is complete in a predictable manner • Pictures (if present) show thoughtful placement of elements • Transitions work in a predictable fashion • Sequencing may take a circuitous route, but the reader can follow it • A beginning, middle, and predictable ending are present ("the end") • The format is generally accurate in the placement of elements 	<ul style="list-style-type: none"> • The structure is easy to follow • Pictures (if present) clarify the text • Transitions are somewhat varied • Sequencing is sound • An inviting lead and a concluding sentence are present • The format is clear 	<ul style="list-style-type: none"> • The structure showcases the main idea • Pictures (if present) enhance the text • Transitions are smooth and varied • Sequencing shows planning for impact • An inviting lead and a developed ending are present • The format assists the reader's orientation <p data-bbox="1543 730 1953 974">I went to Yellow stone National Park. It was so cool. When I went I saw Buffalo and one Grizzly Bear. It was funny when we saw the Grizzly Bear cause he was sitting down asleep. I like Yellow stone national Park. Do you want to know why I like Yellow stone national Park? Caus you can learn about wild life and the woods.</p> <p data-bbox="1050 1031 1354 1177">When Kia, ke Anna, Me Was playing out Side On the Simino ke Anna Me Went high Kia Wen & Slow ke Anna me Stop Kia when Kia Wen & high.</p> <p data-bbox="1081 1185 1333 1250">The End</p> <p data-bbox="1365 1307 1785 1469">Soft Chinchlas my favret annia is a gray chinchila Becuas thay are very very soft and thay are littl I like them becuas thay are soft thay have big ers so when scary aninls arad thay no to go the utter way chinchiles lev in the mouters</p>




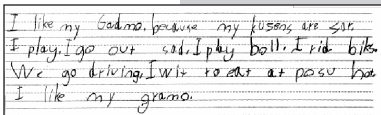
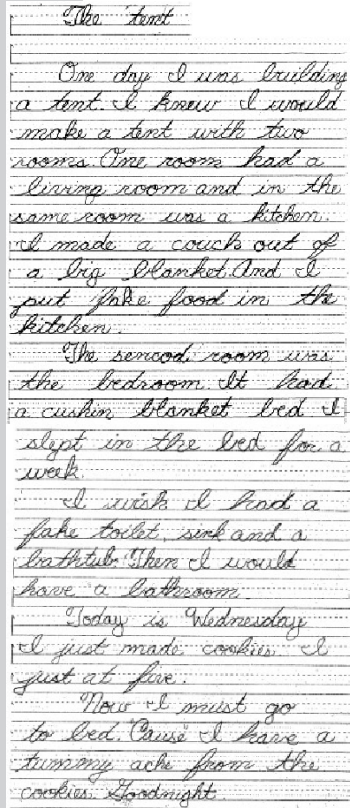
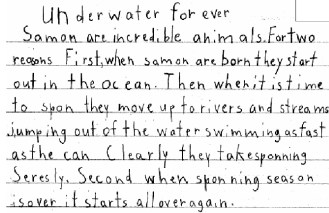
Grades K-2 Traits Rubric for Voice

1 Beginning	2 Emerging	3 Developing	4 Capable	5 Experienced	6 Exceptional
<ul style="list-style-type: none"> Not enough text is present to convey a mood or feeling Pictures are hard to interpret Audience awareness is not yet present Individual expression is not yet present 	<ul style="list-style-type: none"> A general feeling is captured in words and/or pictures Pictures capture a mood, a simple emotion, or an action The writer's awareness of audience is not yet present or clear The writer's individual expression is still emerging 	<ul style="list-style-type: none"> The writer's feelings about the topic are expressed in a few words/punctuation (e.g., "fun," underlining, or the use of an exclamation point) Pictures show expression in faces and include details The writer's awareness of audience is present in a general way The writing shows some signs of individual expression  <p style="text-align: center;">the Dog is my fer bit!</p>	<ul style="list-style-type: none"> The writer's feeling about the topic are identifiable Pictures (if present) capture the atmosphere or mood in a general way The writing shows an awareness of audience A sense of the writer's individuality emerges from the text 	<ul style="list-style-type: none"> The writer's feelings about the subject are clear and direct Pictures (if present) enrich the mood and atmosphere The writer engages the audience ("Did you know?") The writing contains individual and sincere expression 	<ul style="list-style-type: none"> Exhibits exceptional expression of feeling and commitment to the topic Pictures (if present) enhance the mood, atmosphere, and point of view Exhibits exceptional audience awareness and is compelling to read The writing is unmistakably individual, sincere, and contains unique expression

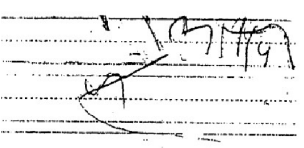
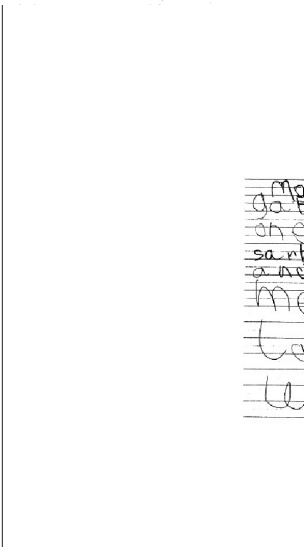
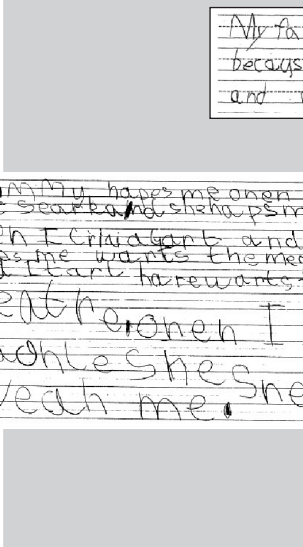
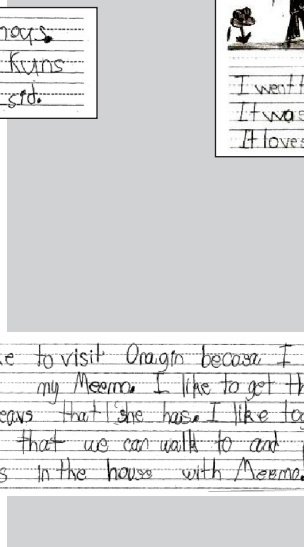
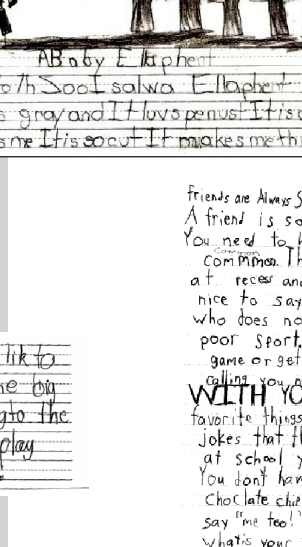
Grades K-2 Traits Rubric for Word Choice

1 Beginning	2 Emerging	3 Developing	4 Capable	5 Experienced	6 Exceptional
<ul style="list-style-type: none"> No words are present (imitative writing) There is no word choice present There is no vocabulary present The writer makes inconsistent letter shapes, includes imitative writing, or does not write at all    	<ul style="list-style-type: none"> A few words are beginning to emerge The writer's word choice is difficult to decode Vocabulary relies upon environmental print The writer repeats letters, the alphabet, his or her name, etc. 	<ul style="list-style-type: none"> Word groups and phrases convey the topic with some help from pictures The writer's word choice makes sense Vocabulary is limited to "known" or "safe" words There is frequent repetition of "safe" words and phrases  	<ul style="list-style-type: none"> The words stand on their own to convey a simple message Words are basic and used correctly Vocabulary is mostly routine, with a few more challenging words Some repetition is present 	<ul style="list-style-type: none"> The text alone conveys the message in several words Word choice contains moments of sparkle; everyday words are used well The writer's vocabulary is expanding Repetition occurs infrequently 	<ul style="list-style-type: none"> The text comprises words that convey a complete message Word choice includes striking and memorable phrases Vocabulary reflects precision and accuracy Repetition is rarely present or is used intentionally to achieve a specific effect <p>I Like T-rexes They are a de neusur a T-rex is houmanges. a T-rex has varee sharp teeth. a li serd is realed to a T-rex. They skin is Tof Scm. a T-rex eats meats. I woud be scard if I saw a T-rex.</p>

Grades K-2 Traits Rubric for Sentence Fluency

1 Beginning	2 Emerging	3 Developing	4 Capable	5 Experienced	6 Exceptional
<ul style="list-style-type: none"> No sentences or sentence parts are present The marks, lines, or scribbles may imitate writing from by moving from left to right Individual words or attempts at words stand alone The writing does not contain any connective words 	<ul style="list-style-type: none"> Part of a sentence may be present or decodable ("Cus it is clu") A word or phrase may be repeated across the page to form the text The writing contains no sense of rhythm Partial sentences may include connective words 	<ul style="list-style-type: none"> Most of a single sentence is present or decodable ("Like bunne becuz ther riere Fas") All sentences begin in the same way ("I like ...") The rhythm of the writing is choppy and repetitive The writer includes some connective transitions that serve as links between phrases ("and," "then," etc.)  	<ul style="list-style-type: none"> The writing provides a limited sampling of sentence patterns The writer does not always begin sentences in the same way The rhythm of the writing is more mechanical than fluid The writer uses some connective words 	<ul style="list-style-type: none"> The writing employs more than one sentence pattern The writer uses a variety of sentence beginnings The rhythm of the writing is more fluid than mechanical and is easy to read aloud The writer uses connective words that do not disrupt the overall rhythm of the writing 	<ul style="list-style-type: none"> The writing includes many sentences that vary in structure and length The writer uses a variety of sentence beginnings The rhythm of the writing is fluid and pleasant to read aloud The writer uses connective words work smoothly and effectively 

Grades K-2 Traits Rubric for Conventions

1 Beginning	2 Emerging	3 Developing	4 Capable	5 Experienced	6 Exceptional
<ul style="list-style-type: none"> The writer's print sense is still emerging The writer does not use punctuation The writer's sense of spelling is prephonetic or is not present The writer does not use grammatical constructions The writer does not use paragraphs 	<ul style="list-style-type: none"> The writer uses upper and lower case letters randomly The writer uses punctuation randomly or not at all The writer uses phonetic spelling that is occasionally decodable and/or spells some simple words correctly The writer uses some grammatical constructions The writer does not use paragraphs 	<ul style="list-style-type: none"> The writer's use of capitalization for sentence beginnings, names, and titles is inconsistent The writer occasionally uses periods and other end punctuation The writer typically uses phonetic spelling that is decodable and occasionally spells some words correctly The writer uses some grammatical constructions, but there are many missing parts The writer does not use paragraphs 	<ul style="list-style-type: none"> The writer's use of capitals for sentence beginnings, names, and titles is present, but not always correct The writer's use of end punctuation is present, but not always correct The writer uses a lot of grade-level words correctly and uses phonetic spelling that is easy to decode The writer's subject/verb agreement is spotty The writer's use of paragraphing is inconsistent or not present 	<ul style="list-style-type: none"> The writer's use of capitals for sentence beginnings, proper names, and titles is usually correct The writer's use of end punctuation is usually correct and there is some use of punctuation for effect The writer uses grade-level words accurately most of the time The writer uses correct grammar most of the time The writer indents the first line of the piece of writing 	<ul style="list-style-type: none"> The writer uses correct capitalization for sentence beginnings, proper names, and titles The writer uses correct end punctuation, commas in a series, and other punctuation for stylistic effect The writer uses grade-level words; difficult words are spelled logically, if not correctly The writer uses correct grammar The writer uses consistent indentation of paragraphs
					
					

Grades K-2 Traits Rubric for Presentation

1 Beginning	2 Emerging	3 Developing	4 Capable	5 Experienced	6 Exceptional
<ul style="list-style-type: none"> • The writer’s print sense is still emerging • The writer strings letters or words together with no sense of spacing • If pictures are present, they are randomly placed • The writer does not use text markers • The writer does not use charts, tables, or graphs 	<ul style="list-style-type: none"> • The writer is beginning to make letters, but they are randomly placed • The writer attempts to use spacing between letters and words • If pictures are present, they are placed appropriately • The writer uses some markers, but they rarely match the text • Charts, tables, and graph may be attempted, but they are randomly placed 	<ul style="list-style-type: none"> • There are a few discrepancies in letter shape • Spacing of letters and words is mostly correct • If pictures are present, they match the text • The writing uses some markers to match some text • Charts, tables, and graphs (if used) match the text but are inconsistently placed 	<ul style="list-style-type: none"> • The writer uses proper manuscript or cursive handwriting • Letters, words, sentences, and paragraphs are all properly spaced • If pictures are present, they add detail and support the content • The writer uses some markers to clarify, organize, and define the text • Charts, tables, and graphs (if used) match text and are properly placed 	<ul style="list-style-type: none"> • Handwriting is consistently neat, easy to read, and properly shaped • The writer uses correct and appropriate spacing • If pictures are present, they balance the text and support the content • The writer occasionally uses markers to enrich and enhance content • Charts, tables, and graphs (if used) help clarify and explain the text 	<ul style="list-style-type: none"> • The handwriting is nearly perfect and shows the author’s pride • Margins frame the piece; all elements are properly spaced; white space is used well • Any picture used enhances and enriches the content • The writer uses markers to enrich, enhance, and help showcase the content • Charts, tables, and graphs (if present) are well chosen, placed properly, and enrich the text