

# CCSS Writing Standard #1a: Compose **Opinion Pieces on Topics/ Persuasive Writing K-3**

Students compose opinion pieces on topics by stating and supporting a point of view /judgment with reasons and information.

CCSS Language & Writing Criteria	Novice	Apprentice	Practitioner	Expert
<b>Purpose</b> <ul style="list-style-type: none"> <li>Context</li> <li>Focus/controlling idea (opinion)</li> <li>Evidence of understanding the topic</li> <li>Connections are related to opinion on the topic</li> </ul>	<p>Uses a combination of drawing, dictation, &amp; writing (K) to compose</p> <p>Attempts to identify a topic, but lacks a focus (opinion) or may have more than one topic or confusing topic as stated</p>	<p>Uses a combination of drawing, dictation, &amp; writing (K) to compose</p> <p>Has topic and attempts a focus (opinion), but focus may shift or not be relevant to the topic chosen</p>	<p><i>Uses a combination of drawing, dictation, &amp; writing (K) to compose</i></p> <p><i>Clearly identifies topic (gr K-3)</i></p> <p><i>Focus (opinion) about topic is clearly stated (gr K-3)</i></p>	<p>Uses a combination of drawing, dictation, &amp; writing (K) to compose</p> <p>Explains something more about the topic OR A connection is made between topic &amp; broader idea(s)</p>
<b>Organization</b> <ul style="list-style-type: none"> <li>Overall coherence between topic, opinion, and reasons</li> <li>Transitions connect ideas (e.g., sequence, compare-contrast, description, cause-effect, problem-solution)</li> </ul>	<p>Attempts introduction, body, and conclusion, but one or more parts are missing</p>	<p>Introduction, body, and conclusion are evident, but may lack clarity or coherence (e.g., attempts to connect opinion to a reason, but reason may not make sense)</p>	<p><i>Has intro, body, and concluding statement or section (gr 1-3) that support focus (opinion)</i></p> <p><i>States one or more reasons for opinion (gr 1-3)</i></p> <p><i>Uses transitions (e.g., because, and) to connect ideas (gr 2-3)</i></p>	<p>Intro, body, and conclusion support focus and reason(s)</p> <p>Uses several transitions appropriately (e.g., because, since, and, also, for example, since) to connect ideas</p>
<b>Details/Elaboration</b> <ul style="list-style-type: none"> <li>Descriptions</li> <li>Explanations</li> <li>Comparisons</li> <li>Examples, facts</li> <li>Sensory and concrete details that support writer's point of view</li> </ul>	<p>No details provided or attempts to add details to drawings or writing which may be random, inaccurate, or irrelevant</p>	<p>Some elaboration strategies are evident in drawings or writing (gr K-3), or added with support/ questioning from peers or adults</p> <p>Ideas may not be fully elaborated or details may be insufficient to support opinion</p>	<p><i>Drawings or writing include relevant and descriptive details, labels/captions, facts, or elaboration that support the opinion or reasons</i></p> <p><i>Details are explained, not simply listed</i></p>	<p>Elaborates using a variety of relevant details, examples, quotes, etc. to support focus (opinion) or explain reasons</p> <p>May use figurative language (e.g., imagery, simile, exaggeration)</p>
<b>Voice and Tone</b> <ul style="list-style-type: none"> <li>Vocabulary Use - Precise Language</li> <li>Sentence structure</li> <li>Sentence variety</li> </ul>	<p>Generally uses basic, incorrect, or below grade level vocabulary when dictating (K) or writing</p> <p>Uses adult/peer feedback to revise</p>	<p>Vocabulary use has minor errors</p> <p>Dictates, writes, and expands simple complete sentences</p> <p>Uses adult/peer feedback to revise</p>	<p><i>Appropriate use of vocabulary (nouns, verbs, plurals, adjectives, etc.)</i></p> <p><i>Uses some variety of sentence types (statement, question, exclamation)</i></p> <p><i>Uses adult/peer feedback to revise</i></p>	<p>Chooses words and phrases for effect (e.g., precise, concrete, or sensory vocabulary)</p> <p>Uses variety of sentences (simple, compound, with prepositional phrases)</p>
<b>Conventions of Standard English</b> <ul style="list-style-type: none"> <li>Grammar</li> <li>Usage</li> <li>Mechanics (capitalization, punctuation, spelling)</li> </ul>	<p>Edits with support from peers or adults (gr 2-3)</p> <p>Uses below grade-level <u>basic</u> mechanics with frequent errors</p>	<p>Edits with support from peers or adults (gr 2-3)</p> <p>Uses grade-appropriate <u>basic</u> mechanics and word use with some errors</p>	<p><i>Edits with support from peers, adults, resources (gr 2-3)</i></p> <p><i>Minor errors do not interfere with reader's understanding</i></p>	<p>Edits with support/ resources</p> <p>Has few or no errors in grammar, word usage, or mechanics as appropriate to grade</p>

**NOTE: Anchor papers illustrate how descriptors for each performance level are evidenced at each grade.**

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# CCSS Writing Standard #1b: Compose **Opinion Pieces** about **Texts**/Persuasive Writing **K-3**

Students show understanding of texts by composing opinion pieces that state and support a point of view/judgment with reasons and information.

CCSS Language & Writing Criteria	Novice	Apprentice	Practitioner	Expert
<b>Purpose</b> <ul style="list-style-type: none"> <li>Context</li> <li>Focus/controlling idea (opinion)</li> <li>Evidence of comprehending the text</li> <li>Connections are related to selected elements of the text (e.g., plot, character change, author's craft, theme, opinion stated in text)</li> </ul>	<p>Uses a combination of drawing, dictation, &amp; writing (K) to compose</p> <p>Lacks a focus (opinion)</p> <p>Response relies mostly on personal ideas that are not supported with what is in the text</p>	<p>Uses a combination of drawing, dictation, &amp; writing (K) to compose</p> <p>Has topic and attempts a focus (opinion), but focus may shift or not be relevant to text</p>	<p><i>Uses a combination of drawing, dictation, &amp; writing (K) to compose</i></p> <p><i>Context includes title of text (K-3) and author (gr 2-3)</i></p> <p><i>Focus/controlling idea (opinion) is clearly stated (gr K-3)</i></p>	<p>Uses a combination of drawing, dictation, &amp; writing (K) to compose</p> <p>Explains something more about the text/topic OR</p> <p>A connection is made between this text &amp; broader idea (e.g., another text by the same author, another text on same topic)</p>
<b>Organization</b> <ul style="list-style-type: none"> <li>Overall coherence between text, opinion, and reasons</li> <li>Transitions connect ideas (e.g., sequence, compare-contrast, description, cause-effect, problem-solution)</li> </ul>	<p>Attempts introduction, body, and conclusion, but one or more parts are missing</p>	<p>Introduction, body, and conclusion are evident, but may lack clarity or coherence (e.g., attempts to connect opinion to something in the text, but reason may not make sense)</p>	<p><i>Has intro, body, and concluding statement or section (gr 1-3) that support focus (opinion)</i></p> <p><i>States one or more reasons for opinion (gr 1-3)</i></p> <p><i>Uses transitions (e.g., because, and) to connect ideas (gr 2-3)</i></p>	<p>Intro, body, and conclusion support focus and reason(s)</p> <p>Uses several transitions appropriately (e.g., because, since, and, also, for example, since) to connect ideas</p>
<b>Details/Elaboration</b> <ul style="list-style-type: none"> <li>Specific concrete details with references from text to support writer's viewpoint</li> <li>Comparisons</li> <li>Examples, facts</li> </ul>	<p>No details provided or attempts to add details to drawings or writing which may be random, inaccurate, or irrelevant</p>	<p>Some elaboration strategies are evident in drawings or writing (gr K-3), or added with support/questioning from peers or adults</p> <p>Ideas may not be fully elaborated or details may be insufficient to support opinion</p>	<p><i>Drawings or writing include relevant and descriptive details, labels/captions, facts, or text evidence that support the opinion or reasons</i></p> <p><i>Details are explained, not simply listed</i></p>	<p>Elaborates using a variety of relevant text evidence - details, examples, quotes to support focus (opinion) or explain reasons</p> <p>May use figurative language (e.g., imagery, simile, exaggeration)</p>
<b>Voice and Tone</b> <ul style="list-style-type: none"> <li>Vocabulary Use - Precise Language</li> <li>Sentence structure</li> <li>Sentence variety</li> </ul>	<p>Generally uses basic, incorrect, or below grade level vocabulary when dictating (K) or writing</p> <p>Uses adult/peer feedback to revise</p>	<p>Vocabulary use has minor errors</p> <p>Dictates, writes, and expands simple complete sentences</p> <p>Uses adult/peer feedback to revise</p>	<p><i>Appropriate use of vocabulary (nouns, verbs, plurals, adjectives, etc.)</i></p> <p><i>Uses some variety of sentence types (statement, question, exclamation)</i></p> <p><i>Uses adult/peer feedback to revise</i></p>	<p>Chooses words and phrases for effect (e.g., precise, concrete, or sensory vocabulary)</p> <p>Uses variety of sentences (simple, compound, with prepositional phrases)</p>
<b>Conventions of Standard English</b> <ul style="list-style-type: none"> <li>Grammar</li> <li>Usage</li> <li>Mechanics (capitalization, punctuation, spelling)</li> </ul>	<p>Edits with support from peers or adults (gr 2-3)</p> <p>Uses below grade-level <u>basic</u> mechanics with frequent errors</p>	<p>Edits with support from peers or adults (gr 2-3)</p> <p>Uses grade-appropriate <u>basic</u> mechanics and word use with some errors</p>	<p><i>Edits with support from peers, adults, resources (gr 2-3)</i></p> <p><i>Minor errors do not interfere with reader's understanding</i></p>	<p>Edits with support/resources</p> <p>Has few or no errors in grammar, word usage, or mechanics as appropriate to grade</p>

**NOTE: Anchor papers illustrate how descriptors for each performance level are evidenced at each grade.**

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# CCSS Writing Standard #1a: Compose **Opinion Pieces on Topics**/ Persuasive Writing **4-5**

Students compose opinion pieces on topics by stating and supporting a point of view /judgment with reasons and information.

CCSS Language & Writing Criteria	Novice	Apprentice	Practitioner	Expert
<b>Purpose</b> <ul style="list-style-type: none"> <li>Context</li> <li>Focus/controlling idea (opinion)</li> <li>Evidence of understanding the topic</li> <li>Reflections/connections are related to opinion on the topic</li> <li>Reflections on selected elements of the topic</li> </ul>	<p>Intro has no context or confusing context</p> <p>Has a topic but lacks a focus (opinion) or may have more than one topic</p>	<p>Intro has some appropriate background/context</p> <p>Has topic and attempts a focus (opinion), but focus may shift or not be relevant to the topic</p> <p>May be limited to a general summary with no analysis/reflection</p>	<p><i>Intro identifies topic (context) and focus/controlling idea (opinion) is clearly stated</i></p> <p><i>Describes the topic with short summary and analysis/ reflection</i></p>	<p>Context may have a compelling intro or “hook”(e.g., quote, action, personal remark, question)</p> <p>Maintains clear focus/controlling idea (opinion) with summary &amp; reflection</p> <p>Relevant connection made between topic &amp; broader idea(s)</p>
<b>Organization</b> <ul style="list-style-type: none"> <li>Overall coherence</li> <li>Information presented in a logical, cohesive fashion</li> <li>Transitions connect ideas (e.g., compare-contrast, description, cause-effect, problem-solution, proposition-support)</li> </ul>	<p>Attempts introduction, body, and conclusion, with little organization among the parts (e.g., ideas run together) or within the parts</p> <p>May seem choppy-ideas lack overall coherence</p>	<p>Has basic organizational structure, but may need some organization within paragraphs (e.g., topic sentence, grouping ideas) or parts may not be fully developed</p> <p>Uses basic transitions to connect ideas/reasons</p>	<p><i>Has coherence and organization: intro, body, and concluding statement or section support the focus</i></p> <p><i>Sequences and groups related ideas</i></p> <p><i>Transitions appropriately connect support/facts- reasons</i></p>	<p>Clear, consistent coherence and organization – ideas logically organized</p> <p>Intro, body, conclusion support focus/reasons</p> <p>A variety of transitions effectively connect support/ideas-reasons</p>
<b>Details/Elaboration</b> <ul style="list-style-type: none"> <li>Descriptions</li> <li>Definitions</li> <li>Explanations</li> <li>Comparisons</li> <li>Analogies</li> <li>Examples, facts</li> <li>Sensory and concrete details that support writer’s point of view</li> </ul>	<p>Attempts to add details which may be random, generic (e.g., hard, nice, funny), inaccurate, or irrelevant to support opinion/analysis</p>	<p>Some elaboration strategies are evident</p> <p>Ideas may not be fully elaborated/explained or details may be insufficient to support opinion</p>	<p><i>Details (facts, text evidence, descriptions, comparisons, etc.) support the opinion &amp; reasons</i></p> <p><i>Reasons are elaborated on using relevant descriptive details</i></p>	<p>Elaborates using a variety of: details, examples, quotes, text evidence to support focus</p> <p>Includes depth of information, precise/relevant elaboration, figurative language, etc.</p>
<b>Voice and Tone</b> <ul style="list-style-type: none"> <li>Knowledgeable person</li> <li>Vocabulary - Precise Language</li> <li>Sentence structure</li> <li>Sentence variety</li> </ul>	<p>Generally uses basic, incorrect, or below grade level vocabulary &amp; basic sentence structure</p> <p>Sentences or wording may seem choppy</p>	<p>Attempts own personal expression (voice/tone) with point of view</p> <p>Meaning is mostly clear, but vocabulary &amp; sentence structure may lack variety or does not enhance meaning</p>	<p><i>Voice/tone reflects personal expression and knowledgeable viewpoint</i></p> <p><i>Appropriate use of vocabulary &amp; some variety of sentence structure (simple, compound, complex)</i></p>	<p>Voice/tone reflects personal style, point of view, and individual insights/knowledge</p> <p>Uses effective, precise vocabulary and variety of sentence structure</p>
<b>Conventions of Standard English</b> <ul style="list-style-type: none"> <li>Grammar</li> <li>Usage</li> <li>Mechanics (capitalization, punctuation, spelling)</li> </ul>	<p>Uses support/resources to edit</p> <p>Consistent errors with grade-appropriate <u>basic</u> mechanics</p>	<p>Uses resources/support to edit</p> <p>Uses grade-appropriate <u>basic</u> mechanics and word use with minimal errors</p>	<p><i>Uses resources to edit</i></p> <p><i>Minor errors in grammar, word usage, or mechanics do not interfere with reader’s understanding</i></p>	<p>Uses resources to edit</p> <p>Has few or no errors in grammar, word usage, or mechanics</p>

**NOTE: Anchor papers illustrate how descriptors for each performance level are evidenced at each grade.**

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# CCSS Writing Standard #1b: Compose **Opinion Pieces about Texts**/Persuasive Writing **4-5**

Students show understanding of texts by composing opinion pieces that state and support a point of view/judgment with reasons and information.

CCSS Language & Writing Criteria	Novice	Apprentice	Practitioner	Expert
<b>Purpose</b> <ul style="list-style-type: none"> <li>Context</li> <li>Focus/controlling idea (opinion)</li> <li>Evidence of understanding the text</li> <li>Reflections/connections are related to text/theme</li> <li>Analysis of selected elements of the text (e.g., plot, character change, author's craft, theme, opinion stated in text)</li> </ul>	<p>Intro has no context or an incorrect (not text-based) or confusing context</p> <p>Has a topic but lacks a focus (opinion)</p> <p>Response relies mostly on personal ideas that are not supported with text</p>	<p>Intro has some appropriate context</p> <p>Has topic and attempts a focus (opinion), but focus may shift or not be relevant to text</p> <p>May be limited to a general summary or retelling of text with no analysis/reflection</p>	<p><i>Context includes name of author and title of text</i></p> <p><i>Focus/controlling idea (opinion) is clearly stated</i></p> <p><i>Responds directly to the text with short summary and analysis/ reflection</i></p>	<p>Context may have a compelling intro or "hook"(e.g., quote, action, personal remark, question)</p> <p>Maintains clear focus/controlling idea (opinion)</p> <p>Responds directly to the text with analysis and includes a relevant connection to broader ideas (e.g., text to text/text to self/text to world).</p>
<b>Organization</b> <ul style="list-style-type: none"> <li>Overall coherence</li> <li>Information presented in a logical, cohesive fashion</li> <li>Transitions connect ideas (e.g., compare-contrast, description, cause-effect, problem-solution, proposition-support)</li> </ul>	<p>Attempts introduction, body, and conclusion, with little organization among the parts (e.g., ideas run together with no clear connections) or within the parts</p> <p>May seem choppy-ideas lack overall coherence</p>	<p>Has basic organizational structure, but may need some organization within paragraphs (e.g., topic sentence) or parts may not be fully developed</p> <p>Uses basic transitions to connect ideas/reasons</p>	<p><i>Has coherence and organization: intro, body, and concluding statement or section support the focus</i></p> <p><i>Sequences and groups related ideas</i></p> <p><i>Transitions appropriately connect text support-reasons</i></p>	<p>Clear, consistent coherence and organization – ideas are logically grouped or ordered</p> <p>Intro, body, conclusion support focus/reasons</p> <p>A variety of transitions effectively connect text support/ideas-reasons</p>
<b>Details/Elaboration</b> <ul style="list-style-type: none"> <li>Specific concrete details with appropriate references to/citations from text to support writer's viewpoint</li> <li>Comparisons</li> <li>Analogies</li> <li>Examples, facts, definitions</li> </ul>	<p>Attempts to add details which may be random, or generic (e.g., hard, nice, funny), inaccurate, or irrelevant to support opinion /analysis of text</p>	<p>Some elaboration strategies are evident</p> <p>Ideas may not be fully elaborated/ explained or details insufficient to support opinion</p> <p>Has some general references to text</p>	<p><i>Uses references to text, citations/quotes, and/or concrete details, facts, definitions to support focus</i></p> <p><i>Reasons are elaborated on using relevant descriptive details</i></p>	<p>Elaborates using a variety of: details, examples, direct quotes, references to text, etc. to support focus</p> <p>Includes depth of information, precise/ relevant elaboration, figurative language, etc.</p>
<b>Voice and Tone</b> <ul style="list-style-type: none"> <li>Authoritative person</li> <li>Vocabulary - Precise Language</li> <li>Sentence structure</li> <li>Sentence variety</li> </ul>	<p>Generally uses basic, incorrect, or below grade level vocabulary &amp; basic sentence structure</p> <p>Sentences or wording may seem choppy</p>	<p>Attempts authoritative person's voice/tone with point of view</p> <p>Meaning is mostly clear, but vocabulary &amp; sentence structure may lack variety or does not enhance meaning</p>	<p><i>Voice/tone is of a authoritative person supporting persuasive viewpoint</i></p> <p><i>Appropriate use of vocabulary &amp; some variety of sentence structure (simple, compound, complex)</i></p>	<p>Voice/tone is of a authoritative person supporting viewpoint-knows when to use formal –informal language</p> <p>Uses effective, precise vocabulary and variety of sentence structure</p>
<b>Conventions of Standard English</b> <ul style="list-style-type: none"> <li>Grammar</li> <li>Usage</li> <li>Mechanics (spelling capitalization, punctuation,)</li> </ul>	<p>Uses support/resources to edit</p> <p>Consistent errors with grade-appropriate <u>basic</u> mechanics</p>	<p>Uses resources/support to edit</p> <p>Uses grade-appropriate <u>basic</u> mechanics and word use with minimal errors</p>	<p><i>Uses resources to edit</i></p> <p><i>Minor errors in grammar, word usage, or mechanics do not interfere with reader's understanding</i></p>	<p>Uses resources to edit</p> <p>Has few or no errors in grammar, word usage, or mechanics</p>

**NOTE: Anchor papers illustrate how descriptors for each performance level are evidenced at each grade.**

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## CCSS Writing Standard #2: Compose **Informative/Explanatory** Writing **K-3**

Students compose informational texts by organizing and conveying information and ideas accurately and effectively.

CCSS Language & Writing Criteria	Novice	Apprentice	Practitioner	Expert
<b>Purpose</b> <ul style="list-style-type: none"> <li>Context – topic, question(s) to be answered</li> <li>Focus/Controlling Idea</li> <li>Evidence of gathered information or understanding something about the topic</li> </ul>	<p>Uses a combination of drawing, dictation, &amp; writing (K) to compose</p> <p>Attempts to identify a topic but lacks a focus or may have more than one topic or confusing topic as stated</p>	<p>Uses a combination of drawing, dictation, &amp; writing (K) to compose</p> <p>Has topic and attempts a focus/information, but focus may shift or not be relevant to the topic chosen</p>	<p><i>Uses a combination of drawing, dictation, &amp; writing (K) to compose</i></p> <p><i>Topic (context) and focus/controlling idea are clearly stated (gr K-3)</i></p>	<p>Uses a combination of drawing, dictation, &amp; writing (K) to compose</p> <p>Explains something more about the topic OR a connection is made between topic &amp; broader idea(s)</p> <p>Clearly presents the topic and focus/controlling idea</p>
<b>Organization</b> <ul style="list-style-type: none"> <li>Overall coherence</li> <li>Appropriate organizational patterns</li> <li>Transitions connect ideas (e.g., compare-contrast, description, cause-effect)</li> <li>May have headings, numbering, bullets to group ideas</li> </ul>	<p>Attempts introduction, body, and conclusion, but one or more parts are missing</p>	<p>Introduction, body, and conclusion are evident, but may lack clarity or coherence (e.g., attempts to connect ideas, but may not be logical or make sense)</p>	<p><i>Has overall coherence (K-3); Provides a concluding statement or section (gr, 1, 2, 3)</i></p> <p><i>Groups related ideas (gr3) that support the focus</i></p> <p><i>Uses transitions to connect ideas (gr3)</i></p>	<p>Intro, body, and conclusion support focus</p> <p>Uses several transitions appropriately (e.g., because, since, and, but, also, for example, since) to connect or group ideas</p>
<b>Details/Elaboration</b> <ul style="list-style-type: none"> <li>Naming</li> <li>Describing, defining</li> <li>Explaining</li> <li>Comparing</li> <li>Examples, facts, citations</li> <li>Sensory and concrete details supporting topic</li> <li>Analogies</li> <li>Illustrations, graphics</li> </ul>	<p>No details provided or attempts to add details to drawings or writing which may be random, inaccurate, or irrelevant</p>	<p>Some elaboration strategies are evident in drawings or writing (gr K-3), or with support/questioning from peers or adults (gr K -1)</p> <p>Ideas may not be fully elaborated or details may be insufficient to support topic</p>	<p><i>Some authentic details, definitions, facts, text evidence support focus</i></p> <p><i>Adds labels or captions to illustration, drawing, visuals, charts/tables, or diagram to enhance details, facts, and ideas</i></p>	<p>Has a depth of information; insightful</p> <p>Elaborates using a variety of relevant details, definitions, examples, quotes, text evidence to support focus/concepts</p>
<b>Voice and Tone</b> <ul style="list-style-type: none"> <li>Knowledgeable person</li> <li>Vocabulary – Precise language</li> <li>Sentence structure</li> <li>Sentence variety</li> </ul>	<p>Generally uses basic, incorrect, or below grade level vocabulary when dictating (K) or writing</p> <p>Uses adult/peer feedback to revise</p>	<p>Vocabulary use has minor errors</p> <p>Dictates, writes, and expands simple complete sentences</p> <p>Uses adult/peer feedback to revise</p>	<p><i>Produces complete simple (K), compound (g, 1- 3), complex (gr3) sentences</i></p> <p><i>Appropriate use of vocabulary (nouns, plurals, verbs, pronouns, adjectives, adverb, content-specific)</i></p> <p><i>Uses adult/peer feedback to revise</i></p>	<p>Maintains voice/tone of knowledgeable person conveying information – knows when to use formal-informal language</p> <p>Uses effective, precise vocabulary and variety of sentence structures</p>
<b>Conventions of Standard English</b> <ul style="list-style-type: none"> <li>Grammar</li> <li>Usage</li> <li>Mechanics (capitalization, punctuation, spelling)</li> </ul>	<p>Edits with support from peers or adults (gr 2-3)</p> <p>Uses below grade-level <u>basic</u> mechanics with frequent errors</p>	<p>Edits with support from peers or adults (gr 2-3)</p> <p>Uses grade-appropriate <u>basic</u> mechanics and word use with some errors</p>	<p><i>Edits with support /resources (gr 2-3)</i></p> <p><i>Minor errors do not interfere with reader understanding (e.g., capitalization, punctuation; spelling)</i></p>	<p>Edits with support /resources</p> <p>Has few or no errors in grammar, word usage, or mechanics as appropriate to grade</p>

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## CCSS Writing Standard #2: Compose **Informative/Explanatory Writing 4-5**

Students compose informational texts by organizing and conveying information and ideas accurately and effectively.

CCSS Language & Writing Criteria	Novice	Apprentice	Practitioner	Expert
<b>Purpose</b> <ul style="list-style-type: none"> <li>Context – topic, question(s) to be answered</li> <li>Focus/controlling idea</li> <li>Evidence of understanding the topic, use of gathered information</li> <li>Reflections/ relevant connections to selected elements of the topic</li> </ul>	<p>Intro has no context or confusing context</p> <p>Has a topic but lacks a focus/purpose or may have more than one topic</p>	<p>Intro has some appropriate background/context</p> <p>Has topic and attempts a focus, but focus may shift or not be relevant to the topic</p> <p>May be limited to a general summary with no analysis/reflection</p>	<p><i>Intro identifies topic (context) and focus/controlling idea is clearly stated</i></p> <p><i>Describes the topic with short summary and reflection</i></p>	<p>Context may have a compelling intro or “hook”(e.g., quote, action, personal remark, question)</p> <p>Maintains clear focus/controlling idea with summary &amp; reflection</p> <p>Relevant connection made between topic &amp; broader idea(s)</p>
<b>Organization</b> <ul style="list-style-type: none"> <li>Overall coherence</li> <li>Information presented in a logical, cohesive fashion</li> <li>Appropriate organizational structure/text features</li> <li>Transitions connect ideas (e.g., compare-contrast, description, cause-effect, problem-solution, proposition-support)</li> </ul>	<p>Attempts introduction, body, and conclusion, with little organization among the parts (e.g., ideas run together) or within the parts</p> <p>May seem choppy-lacks overall coherence, or subtopics do not flow one to the next</p>	<p>Has basic organizational structure, but may need some organization within paragraphs (e.g., topic sentence, grouping ideas) or parts/some paragraphs may not be fully developed</p> <p>Uses basic transitions to connect ideas</p>	<p><i>Has coherence and organization: intro, body, and concluding statement or section support the focus</i></p> <p><i>Sequences and groups related ideas</i></p> <p><i>Transitions create flow from one idea to the next</i></p>	<p>Clear, consistent coherence and organization – ideas logically organized</p> <p>Intro, body (with subtopics), conclusion support focus</p> <p>Uses a variety of transitions effectively (e.g., showing emphasis)</p>
<b>Details/Elaboration</b> <ul style="list-style-type: none"> <li>Naming</li> <li>Describing, defining</li> <li>Explaining</li> <li>Comparing</li> <li>Examples, facts, citations</li> <li>Sensory and concrete details support topic</li> <li>Analogies</li> <li>Illustrations, graphics</li> </ul>	<p>Attempts to add details which may be random, generic (e.g., hard, nice, funny), inaccurate, or irrelevant to support focus/controlling idea</p>	<p>Some elaboration strategies are evident, but it may not be clear why some facts/details are included</p> <p>Ideas may not be fully elaborated/ explained or details insufficient to support controlling idea</p>	<p><i>Details (facts, descriptions, text evidence, comparisons, etc.) support the stated focus</i></p> <p><i>Subtopics elaborated on/explained using relevant descriptive details</i></p>	<p>Elaborates using a variety of: details, examples, quotes, text evidence to support focus</p> <p>Includes depth of information, precise/relevant elaboration, figurative language, etc.</p>
<b>Voice and Tone</b> <ul style="list-style-type: none"> <li>Knowledgeable person</li> <li>Vocabulary - Precise Language</li> <li>Sentence structure</li> <li>Sentence variety</li> </ul>	<p>Generally uses basic, incorrect, or below grade level vocabulary &amp; basic sentence structure</p> <p>Sentences or wording may seem choppy</p>	<p>Attempts own personal expression (voice/tone) with point of view</p> <p>Meaning is mostly clear, but vocabulary &amp; sentence structure may lack variety or does not enhance meaning</p>	<p><i>Voice/tone reflects personal expression and knowledgeable viewpoint</i></p> <p><i>Appropriate use of vocabulary &amp; some variety of sentence structure (simple, compound, complex)</i></p>	<p>Voice/tone reflects personal style, point of view, and individual insights/knowledge</p> <p>Uses effective, precise vocabulary and variety of sentence structure</p>
<b>Conventions of Standard English</b> <ul style="list-style-type: none"> <li>Grammar</li> <li>Usage</li> <li>Mechanics (capitalization, punctuation, spelling)</li> </ul>	<p>Uses support/resources to edit</p> <p>Consistent errors with grade-appropriate <u>basic</u> mechanics</p>	<p>Uses support/resources to edit</p> <p>Uses grade-appropriate <u>basic</u> mechanics and word use with minimal errors</p>	<p><i>Uses resources to edit</i></p> <p><i>Minor errors in grammar, word usage, or mechanics do not interfere with reader’s understanding</i></p>	<p>Uses resources to edit</p> <p>Has few or no errors in grammar, word usage, or mechanics</p>

**NOTE: Anchor papers illustrate how descriptors for each performance level are evidenced at each grade.**

## CCSS Writing Standard #3: Narrative Writing K-2

Students use narrative writing to organize and relate a series of events, real or imagined, into a coherent whole, providing supporting details and a sense of closure.

CCSS Language & Writing Criteria	Novice	Apprentice	Practitioner	Expert
<b>Purpose</b> <ul style="list-style-type: none"> <li>Context for story line (time, place, situation, event, etc.)</li> <li>Establishes storyteller point of view, problem/solution, event/topic</li> </ul>	<p>Beginning may have confusing context or no context for story line/events</p> <p>Lacks key elements of the story line/events (character(s), problem, or main event)</p>	<p>Beginning has some context (when, why, etc.) for story line/events</p> <p>Includes key elements (characters, problem or main event) and attempts to establish a central focus</p>	<p><i>Uses a combination of drawings, dictation, and writing (K)</i></p> <p><i>Event/ series of events is supported with key elements (gr K-2)</i></p> <p><i>Has title (gr 1-2) and clear focus (gr K-2)</i></p>	<p>Beginning establishes engaging context for story line/events (e.g., asks a question; starts with action or feelings)</p> <p>Effectively presents and maintains focus (controlling idea) of story line</p>
<b>Organization</b> <ul style="list-style-type: none"> <li>Overall coherence between beginning, middle, and end</li> <li>Transitions connect ideas (e.g., chronology, cause-effect, problem-solution)</li> <li>Pacing, sequencing</li> </ul>	<p>Attempts a beginning, middle, and end, but one or more parts are missing or generic (e.g., once upon a time...; the end)</p>	<p>Has beginning, middle, and end, but some parts need work or need more clarity (e.g., may have digressions or gaps in the story; sequence or connection of events is not clear)</p> <p>Transitions are lacking or cause confusion</p>	<p><i>Clear order of events; provides a reaction (K)</i></p> <p><i>Has beginning, middle, and end or problem-solution (gr 1-2)</i></p> <p><i>Uses basic transitions (e.g., before, after, then, next, later) to show event order or chronology (gr 1-2)</i></p>	<p>Has a beginning, middle, and an ending with a sense of closure (e.g., a lesson learned – next time...; he never did that again)</p> <p>Variety of transitions used appropriately</p> <p>Chronology is logical</p>
<b>Details/ Elaboration</b> <ul style="list-style-type: none"> <li>Descriptions</li> <li>Explanations</li> <li>Comparisons</li> <li>Sensory and concrete details that support the writer’s point of view</li> <li>Imagery</li> <li>Dialogue</li> <li>Illustrations</li> </ul>	<p>Attempts to add details to drawings or writing are random, generic (e.g., good, nice, pretty), or may seem irrelevant to story line</p> <p>OR</p> <p>May identify literary elements (characters, setting, action) without any added description or details</p>	<p>Some elaboration strategies are evident in drawings or writing, or added with support/questioning from peers or adults</p> <p>Uses some details or dialogue to elaborate on images or ideas (actions, thoughts, feelings)</p>	<p><i>Details include nouns, verbs, and adjectives</i></p> <p><i>May use dialogue, sensory or concrete details for effect (gr 1-2)</i></p> <p><i>Elaborates on actions, reactions, motivations, thoughts, or feelings orally or in writing</i></p>	<p>Relevant, concrete details create vivid images or ideas</p> <p>Effective use of dialogue, sensory and concrete details, strong verbs to advance the action; or to show characters’ motivation, development, growth, or change</p>
<b>Voice and Tone</b> <ul style="list-style-type: none"> <li>Storyteller/narrator</li> <li>Vocabulary Use - precise language</li> <li>Sentence structure</li> <li>Sentence variety</li> </ul>	<p>Generally uses basic, incorrect, or below grade level vocabulary when dictating (K) or writing</p> <p>Uses adult/peer feedback to revise</p>	<p>Vocabulary use has minor errors</p> <p>Dictates, writes, and expands simple complete sentences</p> <p>Uses adult/peer feedback to revise</p>	<p><i>Appropriate use of words (singular-plural) and prepositional phrases</i></p> <p><i>Produces variety of complete sentences – orally (K) or in writing</i></p> <p><i>Uses adult/peer feedback to revise</i></p>	<p>Maintains consistent narrator’s voice</p> <p>Uses precise language and sentence variety (simple, compound, with phrases)</p> <p>May use figurative language (e.g., imagery)</p>
<b>Conventions of Standard English</b> <ul style="list-style-type: none"> <li>Grammar</li> <li>Usage</li> <li>Mechanics (capitalization, punctuation, spelling)</li> </ul>	<p>Edits with support from peers or adults(gr 2)</p> <p>Grade-appropriate mechanics are not used or have frequent errors</p>	<p>Edits with support from peers, adults, or resources (gr 2)</p> <p>Uses grade-appropriate <u>basic</u> mechanics and word use with some errors</p>	<p><i>Edits with support from peers, adults, or resources (gr 2)</i></p> <p><i>Minor errors do not interfere with reader’s understanding</i></p>	<p>Edits with support from peers, adults, resources</p> <p>Has few or no errors in grammar, word usage, mechanics as appropriate to grade (e.g., uses conventional spelling for words with common patterns)</p>

**NOTE: Anchor papers illustrate how descriptors for each performance level are evidenced at each grade.**

## CCSS Writing Standard #3: Narrative Writing 3-5

Students use narrative writing to organize and relate a series of events, real or imagined, into a coherent whole, providing supporting details and a sense of closure.

CCSS Language Use & Writing Criteria	Novice	Apprentice	Practitioner	Expert
<b>Purpose</b> <ul style="list-style-type: none"> <li>Context for story line (time, place, situation, etc.)</li> <li>Focus/controlling idea (theme)</li> <li>Establishes storyteller point of view, problem/conflict, challenge, situation, and/or plot</li> </ul>	Beginning may have confusing context or no context for story line <b>OR</b> Lacks a central focus or some key elements of the story line (setting, situation, character, problem/conflict)	Beginning has some context for story line/events  Includes key elements (setting, situation, character(s), problem/conflict) and attempts to establish a central focus	<i>Establishes adequate context for story line, supported with key elements</i>  <i>Has a clear central focus (controlling idea)</i>  <i>Introduces the narrator</i>	Beginning may have engaging context or “hook” for story line (e.g., quote, action, personal remark/reflection, question)  Effectively presents and maintains central focus of story line and theme
<b>Organization</b> <ul style="list-style-type: none"> <li>Overall coherence between beginning, middle, and end</li> <li>Transitions connect ideas (e.g., chronology, cause-effect, problem-solution)</li> <li>Pacing, sequencing</li> </ul>	Attempts to establish a series of connected events (beginning, middle, and end), but one or more parts are missing  May seem choppy – events/characters lack overall coherence	Has basic organizational structure, but may need work within paragraphs (e.g., topic sentence and supporting details) or more overall clarity (e.g., may have digressions or gaps in the story)  Uses basic transitional words and phrases	<i>Has overall coherence: beginning, middle, and end or series of events unfold naturally and support the focus</i>  <i>Uses transitions to establish event order and/or pacing</i>  <i>Chronology of events is logical and clear</i>	Has a cohesive beginning, middle, and ending with a sense of closure (e.g., a lesson learned – next time...; he never did that again)  Uses a variety of transitions effectively
<b>Details/ Elaboration</b> <ul style="list-style-type: none"> <li>Descriptions</li> <li>Explanations</li> <li>Comparisons</li> <li>Sensory and concrete details that support the writer’s point of view</li> <li>Imagery</li> <li>Dialogue</li> <li>Illustrations</li> <li>Analogies</li> </ul>	Attempts to add details are random, generic (e.g., good, nice, pretty), or may seem irrelevant to story line  May identify literary elements (characters, setting, action) without any added description or details	Some elaboration strategies are evident  Details or dialogue used may not be sufficient to develop or elaborate on images, actions, events, thoughts, or feelings presented	<i>Uses narrative strategies (dialogue, sensory or concrete details, description, pacing) to advance the story line</i>  <i>Elaborates sufficiently on actions, reactions, motivations, thoughts, or feelings</i>	Relevant, concrete details create vivid images or events  Effective use of dialogue, sensory and concrete details, strong verbs to advance the action; or to show characters’ motivation, development, growth, or change
<b>Voice and Tone</b> <ul style="list-style-type: none"> <li>Storyteller/narrator-first or third person voice and tone</li> <li>Vocabulary Use - precise language</li> <li>Sentence structure</li> <li>Sentence variety</li> </ul>	Generally uses basic, incorrect, or below grade level vocabulary and basic sentence structure  Sentences or wording may seem choppy	Meaning is mostly clear, but vocabulary and sentence structure may lack variety or do not enhance intended meaning	<i>Consistent narrator’s voice (1<sup>st</sup> or 3<sup>rd</sup> person)</i>  <i>Appropriate use of words, phrases, and/or clauses</i>  <i>Some variety of sentences structure</i>	Maintains consistent narrator’s voice/ tone  Uses effective, precise or figurative language and variety of sentence structure that enhance intended meaning
<b>Conventions of Standard English</b> <ul style="list-style-type: none"> <li>Grammar</li> <li>Usage</li> <li>Mechanics (capitalization, punctuation, spelling)</li> </ul>	Uses support/resources to edit  Consistent errors with grade-appropriate <u>basic</u> mechanics	Uses support/resources to edit  Uses grade-appropriate <u>basic</u> mechanics and word use with minimal errors	<i>Uses resources to edit</i>  <i>Minor errors in grammar, usage, or mechanics do not interfere with reader’s understanding</i>	Uses resources to edit  Has few or no errors in grammar, word usage, mechanics

**NOTE: Anchor papers illustrate how descriptors for each performance level are evidenced at each grade.**

Working Drafts of ELA rubrics for assessing CCSS writing standards --- © (2010) Karin Hess, National Center for Assessment [[khess@nciea.org](mailto:khess@nciea.org)] using several sources: CCSS for writing; *Learning Progressions Framework for ELA* (Hess, 2011); the VT analytic writing rubrics; Biggam & Itterly, *Literacy Profiles*; Hill, *Developmental Continuum*; *Exemplars Young Writers* rubrics; and input from NYC K-5 performance assessment pilot Assessment Development Leaders