

## KINDERGARTEN WRITING STANDARDS

DATE: \_\_\_\_\_

Assessment Performed by:

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### SKILLS PERFORMED BY CHILD

**YES**

**NO**

- |     |   |                          |                          |
|-----|---|--------------------------|--------------------------|
| 1.  | Write upper and lower case letters as appropriate   | <input type="checkbox"/> | <input type="checkbox"/> |
| 2.  | Use pictures and words to tell a story  | <input type="checkbox"/> | <input type="checkbox"/> |
| 3.  | Retell or restate what has been heard or seen   | <input type="checkbox"/> | <input type="checkbox"/> |
| 4.  | Recognize that words are used in a specific order in sentences (example: subject-verb; Mary runs) | <input type="checkbox"/> | <input type="checkbox"/> |
| 5.  | Use punctuation at the end of sentences   | <input type="checkbox"/> | <input type="checkbox"/> |
| 6.  | Begin sentences with capital letters  | <input type="checkbox"/> | <input type="checkbox"/> |
| 7.  | Write using left to right, top to bottom progression  | <input type="checkbox"/> | <input type="checkbox"/> |
| 8.  | Create sentences or word representations to explain events  | <input type="checkbox"/> | <input type="checkbox"/> |
| 9.  | Write notes to classmates and family members  | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. | Use the writing process to generate stories about personal experiences. (example: a family trip)  | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. | Create illustrations which represent information. (example: a personal trip)                      | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. | Identify how words are used for rhyme and repetition  | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. | Explore how authors organize and sequence writing   | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. | Gather information from pictures, books, and videos to enhance writing                            | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. | Share writing with others for revision  | <input type="checkbox"/> | <input type="checkbox"/> |

## FIRST GRADE WRITING STANDARDS

DATE: \_\_\_\_\_

Assessment Performed by:  
\_\_\_\_\_

### SKILLS PERFORMED BY CHILD

YES

NO

- |     |   |                          |                          |
|-----|---|--------------------------|--------------------------|
| 1.  | Write complete sentences for a specific purpose   | <input type="checkbox"/> | <input type="checkbox"/> |
| 2.  | Use the writing process to create short stories, paragraphs, and poems                                      | <input type="checkbox"/> | <input type="checkbox"/> |
| 3.  | Write to organize information and ideas   | <input type="checkbox"/> | <input type="checkbox"/> |
| 4.  | Begin sentences with capital letters and use ending punctuation in final copies                             | <input type="checkbox"/> | <input type="checkbox"/> |
| 5.  | Use descriptive words and a variety of sentence types when writing about people, places, things, and events | <input type="checkbox"/> | <input type="checkbox"/> |
| 6.  | Write brief narratives describing personal experiences  | <input type="checkbox"/> | <input type="checkbox"/> |
| 7.  | Use writing to demonstrate understanding of various topics in science, social studies, and mathematics      | <input type="checkbox"/> | <input type="checkbox"/> |
| 8.  | Write to clarify what is known about different places, customs, and traditions                              | <input type="checkbox"/> | <input type="checkbox"/> |
| 9.  | Use books and other media to gather information to write about life situations                              | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. | Identify the differences between reports and stories  | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. | Use pictures and text to tell a story   | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. | Generate personal and formal letters, thank you notes, and invitations                                      | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. | Determine how words are used to create sounds. (example: buzz of the bee)                                   | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. | Examine how authors organize thoughts and ideas   | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. | Review personal work with others to revise and edit   | <input type="checkbox"/> | <input type="checkbox"/> |

## SECOND GRADE WRITING STANDARDS

DATE: \_\_\_\_\_

Assessment Performed by:  
\_\_\_\_\_

### SKILLS PERFORMED BY CHILD

YES

NO

- |     |   |                          |                          |
|-----|---|--------------------------|--------------------------|
| 1.  | Distinguish between complete and incomplete sentences   | <input type="checkbox"/> | <input type="checkbox"/> |
| 2.  | Use correct grammar in a variety of sentence structures   | <input type="checkbox"/> | <input type="checkbox"/> |
| 3.  | Use appropriate vocabulary and descriptive words in written work                                | <input type="checkbox"/> | <input type="checkbox"/> |
| 4.  | Use correct spelling of frequently used words in final copies                                   | <input type="checkbox"/> | <input type="checkbox"/> |
| 5.  | Use the writing process to generate various forms of writing (example: notes, letters, stories) | <input type="checkbox"/> | <input type="checkbox"/> |
| 6.  | Use the appropriate format in friendly and business letters                                     | <input type="checkbox"/> | <input type="checkbox"/> |
| 7.  | Write for various audiences (example: self, classmates, family, school)                         | <input type="checkbox"/> | <input type="checkbox"/> |
| 8.  | Write to accomplish different purposes (example: share, inform, invite)                         | <input type="checkbox"/> | <input type="checkbox"/> |
| 9.  | Use descriptive detail and a variety of sentence types  | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. | Use information from various texts to support conclusions drawn                                 | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. | Make judgments about information gathered   | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. | Model story structures or organizational patterns (example: beginning, middle, end)             | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. | Write stories/narratives based on personal experiences or familiar persons, places, or objects  | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. | Write to explain key concepts and relationships with other concepts in various subject areas    | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. | Condense, combine, and order new information in written work                                    | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. | Examine personal work and the work of others for capitalization and punctuation                 | <input type="checkbox"/> | <input type="checkbox"/> |
| 17. | Use technology to share writing with others   | <input type="checkbox"/> | <input type="checkbox"/> |
| 18. | Conference with others to revise and edit written work  | <input type="checkbox"/> | <input type="checkbox"/> |

### THIRD GRADE WRITING STANDARDS

DATE: \_\_\_\_\_

Assessment Performed by:  
\_\_\_\_\_

<b>SKILLS PERFORMED BY CHILD</b>	<b>YES</b>	<b>NO</b>
1. Examine the organization of different types of writing (example: short stories, plays, poems)	<input type="checkbox"/>	<input type="checkbox"/>
2. Write to share information or inform a specific audience	<input type="checkbox"/>	<input type="checkbox"/>
3. Use vocabulary appropriate for the content	<input type="checkbox"/>	<input type="checkbox"/>
4. Use complete sentences in writing	<input type="checkbox"/>	<input type="checkbox"/>
5. Use grammar concepts and spelling patterns in writing (example: verb forms, singular/plural nouns, compounds, blends)	<input type="checkbox"/>	<input type="checkbox"/>
6. Organize and write about information according to topic	<input type="checkbox"/>	<input type="checkbox"/>
7. Compose written work which has appropriate organization and focus (example: topic and supporting sentences)	<input type="checkbox"/>	<input type="checkbox"/>
8. Record and write about information gathered from interviews, videos, and cassette recordings	<input type="checkbox"/>	<input type="checkbox"/>
9. Prepare written texts which explain main ideas in information collected	<input type="checkbox"/>	<input type="checkbox"/>
10. Write to explain what is known about selected topics in various content areas	<input type="checkbox"/>	<input type="checkbox"/>
11. Maintain a personal writing journal or folder	<input type="checkbox"/>	<input type="checkbox"/>
12. Use the writing process to improve written work (example: prewriting, drafting, revision, editing, publishing)	<input type="checkbox"/>	<input type="checkbox"/>
13. Model the use of descriptive words and patterns to stimulate reader interest (example: rhymes, repetition)	<input type="checkbox"/>	<input type="checkbox"/>
14. Model the use of different elements of style (example: word choice, voice, sentence structure)	<input type="checkbox"/>	<input type="checkbox"/>
15. Generate personal and formal letters using proper form (example: thank you notes, and invitations)	<input type="checkbox"/>	<input type="checkbox"/>
16. Write creative short stories, descriptive paragraphs, or narratives	<input type="checkbox"/>	<input type="checkbox"/>
17. Use various types of technology for sharing, revising, and editing written work	<input type="checkbox"/>	<input type="checkbox"/>
18. Conference with others to revise selected drafts for coherence and logical progression of ideas	<input type="checkbox"/>	<input type="checkbox"/>
19. Edit final copies for capitalization and punctuation	<input type="checkbox"/>	<input type="checkbox"/>
20. Revise writing for clarity and focus on central ideas	<input type="checkbox"/>	<input type="checkbox"/>

## FOURTH GRADE WRITING STANDARDS

DATE: \_\_\_\_\_

Assessment Performed by:  
\_\_\_\_\_

SKILLS PERFORMED BY CHILD	YES	NO
1. Apply various stages of the writing process (example: brainstorming, drafting, revising, editing, publishing)	<input type="checkbox"/>	<input type="checkbox"/>
2. maintain a personal writing journal or folder	<input type="checkbox"/>	<input type="checkbox"/>
3. Write in response to information from various sources to develop personal understanding	<input type="checkbox"/>	<input type="checkbox"/>
4. Use various references to support personal ideas or viewpoints (example: speakers, newspapers, Internet)	<input type="checkbox"/>	<input type="checkbox"/>
5. Organize and write about information according to category, source, or topic	<input type="checkbox"/>	<input type="checkbox"/>
6. Write to explain ideas presented or discussed in various content areas	<input type="checkbox"/>	<input type="checkbox"/>
7. Examine how authors use descriptive words to describe people, places, and events	<input type="checkbox"/>	<input type="checkbox"/>
8. Examine an author's use of dialect or colloquialisms to convey a message	<input type="checkbox"/>	<input type="checkbox"/>
9. Choose descriptive words that are content appropriate and provide clarity and focus for the reader	<input type="checkbox"/>	<input type="checkbox"/>
10. Write using correct grammar (example: verb forms, possessives)	<input type="checkbox"/>	<input type="checkbox"/>
11. Determine appropriate style and format for published work	<input type="checkbox"/>	<input type="checkbox"/>
12. Write reports which address key questions, issues, or situations	<input type="checkbox"/>	<input type="checkbox"/>
13. Use and cite references in written text	<input type="checkbox"/>	<input type="checkbox"/>
14. Select a focus, organization, and point-of-view which reflect writing purpose	<input type="checkbox"/>	<input type="checkbox"/>
15. Write to inform or entertain a specific audience	<input type="checkbox"/>	<input type="checkbox"/>
16. Model the use of different elements of style (example: word choice, tone, voice, sentence variation)	<input type="checkbox"/>	<input type="checkbox"/>
17. Edit final copies for capitalization, punctuation, and spelling (example: abbreviations, nouns of address, apostrophes)	<input type="checkbox"/>	<input type="checkbox"/>
18. Use technology for revising and editing (example: spell/grammar check)	<input type="checkbox"/>	<input type="checkbox"/>
19. Revise selected drafts by adding, deleting, combining, and rearranging sentences	<input type="checkbox"/>	<input type="checkbox"/>
20. Use technology to share writing with others and to receive feedback	<input type="checkbox"/>	<input type="checkbox"/>
21. Confer with others to revise writing coherence and logic	<input type="checkbox"/>	<input type="checkbox"/>

DATE: \_\_\_\_\_

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\_\_\_\_\_**SKILLS PERFORMED BY CHILD****YES****NO**

- |     |  |                          |                          |
|-----|--|--------------------------|--------------------------|
| 1.  | Use various stages of the writing process (example: brainstorming, drafting, revising, editing, publishing)    | <input type="checkbox"/> | <input type="checkbox"/> |
| 2.  | Analyze the style/techniques of published authors for word choice, sentence fluency, and voice                 | <input type="checkbox"/> | <input type="checkbox"/> |
| 3.  | Model the use of specific literary elements and devices (example: plot, setting, character development)        | <input type="checkbox"/> | <input type="checkbox"/> |
| 4.  | Examine and model the use of dialect, idioms, or colloquialisms to convey a message                            | <input type="checkbox"/> | <input type="checkbox"/> |
| 5.  | Select words that are expressive, content appropriate, and precise to provide clarity and focus for the reader | <input type="checkbox"/> | <input type="checkbox"/> |
| 6.  | Use correct grammar in writing (example: noun, verb, adjective, adverb)  | <input type="checkbox"/> | <input type="checkbox"/> |
| 7.  | Create examples of narratives which present ideas, details, imagination  | <input type="checkbox"/> | <input type="checkbox"/> |
| 8.  | Generate various autobiographical writings which include single incidents of interest or importance            | <input type="checkbox"/> | <input type="checkbox"/> |
| 9.  | Write expository texts which speculate on the cause and effect of various situations                           | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. | Compose persuasive writings which include valid and reliable evidence  | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. | Write to inform, to entertain, or to provide explanations to specific audiences                                | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. | Maintain a personal writing journal or folder  | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. | Write to synthesize information from a variety of sources related to specific issues                           | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. | Write in response to information from various sources to confirm or reject prior understanding                 | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. | Support key ideas and view-points using various references from print or electronic sources                    | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. | Write to organize information according to category, situation, issue, or topic                                | <input type="checkbox"/> | <input type="checkbox"/> |
| 17. | Write in response to ideas, thoughts, and information presented in various content areas                       | <input type="checkbox"/> | <input type="checkbox"/> |
| 18. | Use technology to share written work with others and to receive feedback (example: e-mail, Internet)           | <input type="checkbox"/> | <input type="checkbox"/> |



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**YES**

**NO**

- |     |   |                          |                          |
|-----|---|--------------------------|--------------------------|
| 19. | Confer with others to revise writing coherence, transitions, and logic  | <input type="checkbox"/> | <input type="checkbox"/> |
| 20. | Edit for capitalization, punctuation, and spelling (example: proper adjectives, quotation marks, commas, commonly misspelled words) | <input type="checkbox"/> | <input type="checkbox"/> |
| 21. | Use technology for revising and editing (example: word searches, thesaurus, outlining packages, spell/grammar check)                | <input type="checkbox"/> | <input type="checkbox"/> |
| 22. | Revise manuscripts to improve effectiveness (example: sentence structure, complete sentences)                                       | <input type="checkbox"/> | <input type="checkbox"/> |

DATE: \_\_\_\_\_

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\_\_\_\_\_**SKILLS PERFORMED BY CHILD****YES****NO**

- |     |   |                          |                          |
|-----|---|--------------------------|--------------------------|
| 1.  | Implement various stages of the writing process (example: brainstorming, outlining, drafting, revising, editing, publishing)  | <input type="checkbox"/> | <input type="checkbox"/> |
| 2.  | Maintain a personal writing journal or portfolio to record personal ideas, observations, and experiences  | <input type="checkbox"/> | <input type="checkbox"/> |
| 3.  | Use writing as a means to paraphrase/summarize what is read/heard   | <input type="checkbox"/> | <input type="checkbox"/> |
| 4.  | Write to connect knowledge within and across disciplines (example: ecosystems in geography and science)   | <input type="checkbox"/> | <input type="checkbox"/> |
| 5.  | Use a variety of structures to categorize and organize information (example: timelines, Venn diagrams)  | <input type="checkbox"/> | <input type="checkbox"/> |
| 6.  | Use words that are expressive, appropriate, and precise to provide clarity and focus for the reader   | <input type="checkbox"/> | <input type="checkbox"/> |
| 7.  | Apply rules of grammar in written communication (example: perfect verb tenses, subject-verb agreement; and indefinite pronouns)   | <input type="checkbox"/> | <input type="checkbox"/> |
| 8.  | Use various patterns of paragraph development (example: comparison-contrast, cause-effect, and problem-solution)  | <input type="checkbox"/> | <input type="checkbox"/> |
| 9.  | Use the appropriate format for various forms of writing (example: reports, letters, poems)  | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. | Follow an organizational pattern that includes effective introductions and conclusions  | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. | Write reports which focus on key ideas, issues, or situations and are supported by references   | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. | Model a range of narrative strategies authors use (example: dialogue, suspense)   | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. | Select best sources to support personal interpretations of information (example: almanacs, atlases, encyclopedias, CD ROMs)   | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. | Use simple figurative language in writing (example: similes, metaphors, idioms, personification, hyperbole)   | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. | Use technology to share written work with others  | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. | Use feedback from others to improve word choice, organization, and consistency in paragraphs  | <input type="checkbox"/> | <input type="checkbox"/> |
| 17. | Edit final copies for correct spelling, capitalization, and punctuation (example: their, they're, there; proper nouns, names, titles, nationalities; colons, semi-colons) | <input type="checkbox"/> | <input type="checkbox"/> |

DATE: \_\_\_\_\_

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**SKILLS PERFORMED BY CHILD**

**YES**

**NO**

18. Use available technology in editing and revising (example: spell check, grammar check, margins, tabs, fonts, spacing)

19. Revise manuscripts to improve effectiveness (example: simple, compound, compound-complex sentences)

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\_\_\_\_\_**SKILLS PERFORMED BY CHILD****YES****NO**

- |     |   |                          |                          |
|-----|---|--------------------------|--------------------------|
| 1.  | Use an established process in preparing written text (example: prewriting, drafting, revising, editing, and publishing)   | <input type="checkbox"/> | <input type="checkbox"/> |
| 2.  | Choose vocabulary that is expressive, content appropriate, and precise to clarify, exemplify, and define ideas  | <input type="checkbox"/> | <input type="checkbox"/> |
| 3.  | Apply rules of grammar in written communication (example: pronoun-antecedent agreement, infinitives, participles, and verb tense consistency)                               | <input type="checkbox"/> | <input type="checkbox"/> |
| 4.  | Create multi-paragraph texts in various modes of writing (example: descriptive, expository)   | <input type="checkbox"/> | <input type="checkbox"/> |
| 5.  | Choose the appropriate language, style, and format for various forms of writing (example: friendly and business letters, reports)   | <input type="checkbox"/> | <input type="checkbox"/> |
| 6.  | Create an organizational structure that includes an introduction, a clear focus, effective transitions, and a conclusion  | <input type="checkbox"/> | <input type="checkbox"/> |
| 7.  | Write reports that convey a clear and accurate focus, supported by various resources  | <input type="checkbox"/> | <input type="checkbox"/> |
| 8.  | Use specific techniques authors employ to enhance the effectiveness of writing (example: anecdotes, analogies, metaphors, quotations, dialogue, suspense, narrative action) | <input type="checkbox"/> | <input type="checkbox"/> |
| 9.  | Model authors' use of sensory details, sound devices, and concrete language (example: alliteration, rhyme)  | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. | Maintain a personal writing journal or portfolio to demonstrate writing improvement   | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. | Write to compare and contrast information from multiple sources   | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. | Write to transfer learning from one context to another (example: finding similarities between history and literature)   | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. | Use graphic organizers to clarify information (example: charts, graphs)   | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. | Support interpretations or judgments with information from a variety of sources (example: electronic databases, interviews)   | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. | Use technology to share written work with others and to receive feedback  | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. | Use feedback from others to revise for clarity, logic, organization, and word choice  | <input type="checkbox"/> | <input type="checkbox"/> |



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**SKILLS PERFORMED BY CHILD**

**YES**

**NO**

17. Edit final copies for correct spelling, capitalization, and punctuation (example: prefixes and suffixes, hyphens, dashes, brackets, and semi-colons)

18. Use available technology in editing (example: spell check, grammar check, columns, page orientation)

19. Revise manuscripts for accuracy and effectiveness (example: active voice, proper documentation)

## EIGHTH GRADE WRITING STANDARDS

DATE: \_\_\_\_\_

Assessment Performed by:  
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### SKILLS PERFORMED BY CHILD

**YES**

**NO**

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|-----|--|--------------------------|--------------------------|
| 1.  | Choose appropriate vocabulary to clarify and enhance ideas   | <input type="checkbox"/> | <input type="checkbox"/> |
| 2.  | Apply rules of grammar in written communication (example: correct tense, case, agreement, comparisons, sentence structure, parallel structure) | <input type="checkbox"/> | <input type="checkbox"/> |
| 3.  | Write a variety of narrative, descriptive, expository, and persuasive texts  | <input type="checkbox"/> | <input type="checkbox"/> |
| 4.  | Select appropriate language and content for intended purpose and audience (example: formal, informal)  | <input type="checkbox"/> | <input type="checkbox"/> |
| 5.  | Write texts related to career development using conventional style appropriate to audience/context (example: business letters, applications)   | <input type="checkbox"/> | <input type="checkbox"/> |
| 6.  | Organize text to support a specific focus, point-of-view, and/or purpose   | <input type="checkbox"/> | <input type="checkbox"/> |
| 7.  | Use appropriate technical terms and notations when writing for content specific purposes (example: research reports)                           | <input type="checkbox"/> | <input type="checkbox"/> |
| 8.  | Establish a controlling impression in writing  | <input type="checkbox"/> | <input type="checkbox"/> |
| 9.  | Analyze language techniques authors use to bring characters to life (example: dialogue, action, physical description)                          | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. | Consider the effects authors achieve through imagery and figurative language   | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. | Use a variety of techniques to generate, draft, revise, edit, and publish texts  | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. | Use personal experience to define and add meaning to written work  | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. | Maintain a personal writing journal or portfolio to monitor writing progress   | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. | Write to synthesize information from multiple sources  | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. | Write to transfer learning from one context to another (example: practical application of ideas and theories)                                  | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. | Write to record observations, communicate hypothesis, and analyze information collected  | <input type="checkbox"/> | <input type="checkbox"/> |
| 17. | Support thesis or judgments with information from various sources (example: Internet, newspapers, quotes from authorities)                     | <input type="checkbox"/> | <input type="checkbox"/> |
| 18. | Use available technology to publish and receive feedback about written work  | <input type="checkbox"/> | <input type="checkbox"/> |
| 19. | Use feedback from peers/others to revise for content, word choice, organization, and transitions among paragraphs                              | <input type="checkbox"/> | <input type="checkbox"/> |

DATE: \_\_\_\_\_

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**SKILLS PERFORMED BY CHILD**

**YES**

**NO**

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|-----|---|--------------------------|--------------------------|
| 20. | Use available tools and technology in the editing process (example: diagraming sentences, spell check)              | <input type="checkbox"/> | <input type="checkbox"/> |
| 21. | Edit final copies for correct spelling, capitalization, and punctuation (south vs the South; coma splices)          | <input type="checkbox"/> | <input type="checkbox"/> |
| 22. | Revise manuscripts for accuracy and effectiveness (example: documentation form, transitional devices, active voice) | <input type="checkbox"/> | <input type="checkbox"/> |

DATE: \_\_\_\_\_

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\_\_\_\_\_**SKILLS PERFORMED BY CHILD****YES****NO**

- | <b>SKILLS PERFORMED BY CHILD</b>   | <b>YES</b>               | <b>NO</b>                |
|--|--------------------------|--------------------------|
| 1. Distinguish between clearly written sentences and sentences that contain errors in expression or construction (example: fragments)                | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Use correct spelling, language, punctuation, and capitalization in final copy   | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Use available technology for editing and revising   | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Employ precise language and technical vocabulary to communicate ideas clearly and concisely   | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Use clauses, phrases, and sentence structure correctly and appropriately  | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Demonstrate proficient use of grammar, diction, syntax, and paragraph structure   | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Revise for ideas, paragraph structure, sentence structure, and word choice  | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Use correct form when citing secondary sources (example: MLA, APA)  | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Credit the sources of both quoted and paraphrased ideas   | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Use appropriate manuscript requirements (example: title page, source and support materials, in text citation, use of direct quote, paraphrasing) | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. Analyze speaker, audience, purpose, and form when planning descriptive, narrative, expository, and persuasive writing                            | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. Develop literary, personal, and technical writings to inform, explain, analyze, and entertain  | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. Write business correspondence acceptable for workplace or academics  | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. Make appropriate choices regarding voice, vocabulary, organization, and level of detail based upon audience, purpose, and context                | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. Organize information to support the purpose of the writing   | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. Write various documented papers (example: research or I-search papers)   | <input type="checkbox"/> | <input type="checkbox"/> |
| 17. Use appropriate style for citing secondary sources (example: MLA, APA)   | <input type="checkbox"/> | <input type="checkbox"/> |
| 18. Adhere to the appropriate format in various types of writing (example: letters, memos, reports, summaries, resumes, applications)                | <input type="checkbox"/> | <input type="checkbox"/> |
| 19. Publish completed pieces for a variety of audiences (example: school, parents, community, business, newspaper)                                   | <input type="checkbox"/> | <input type="checkbox"/> |
| 20. Analyze and model the various approaches authors use to establish and maintain a consistent tone and focus throughout the text                   | <input type="checkbox"/> | <input type="checkbox"/> |
| 21. Analyze and model the structure or organizational patterns of various texts  | <input type="checkbox"/> | <input type="checkbox"/> |

DATE: \_\_\_\_\_

Assessment Performed by:  
\_\_\_\_\_**SKILLS PERFORMED BY CHILD****YES****NO**

- | <b>SKILLS PERFORMED BY CHILD</b>   | <b>YES</b>               | <b>NO</b>                |
|--|--------------------------|--------------------------|
| 22. Use various literary elements for specific rhetorical and aesthetic purposes (example: point-of-view, characterization, irony)   | <input type="checkbox"/> | <input type="checkbox"/> |
| 23. Consider the specific use of language and visuals to enliven characters, enhance plot development, or evoke response (example: rhythm, rhyme, repetition, sensory imagery, dialect, and figurative language) | <input type="checkbox"/> | <input type="checkbox"/> |
| 24. Articulate strengths and weaknesses as a writer through personal reflection and/or conferencing  | <input type="checkbox"/> | <input type="checkbox"/> |
| 25. Revise writing to improve logic of organization and controlling idea, level of detail, style, word choice, and sentence variety  | <input type="checkbox"/> | <input type="checkbox"/> |
| 26. Use available tools/resources to revise and edit personal work (example: sentence diagraming, grammar checker, Franklin speller, thesaurus)  | <input type="checkbox"/> | <input type="checkbox"/> |
| 27. Use technology to share written work with other writers and review feedback  | <input type="checkbox"/> | <input type="checkbox"/> |
| 28. Incorporate the suggestions of others when revising and editing written work   | <input type="checkbox"/> | <input type="checkbox"/> |
| 29. Maintain a personal writing journal/portfolio for reflection   | <input type="checkbox"/> | <input type="checkbox"/> |
| 30. Use a variety of techniques to brainstorm, draft, revise, edit, and publish writing  | <input type="checkbox"/> | <input type="checkbox"/> |
| 31. Use personal experience, opinions, and reactions to enhance writing  | <input type="checkbox"/> | <input type="checkbox"/> |
| 32. Use topics, concepts, and knowledge from other content areas as an arena and focus for writing   | <input type="checkbox"/> | <input type="checkbox"/> |
| 33. Develop a personal routine to improve writing (example: formal/informal, impromptu/prepared, private/public)   | <input type="checkbox"/> | <input type="checkbox"/> |
| 34. organize and link related information from multiple sources (example: government publications, microfiche, news sources, in-depth field studies, speeches, letters)  | <input type="checkbox"/> | <input type="checkbox"/> |
| 35. Distinguish one's own ideas from information created or discovered by others   | <input type="checkbox"/> | <input type="checkbox"/> |
| 36. Present information and ideas from primary and secondary sources accurately and clearly  | <input type="checkbox"/> | <input type="checkbox"/> |
| 37. Support key ideas and viewpoints through accurate and detailed references to the text or other works   | <input type="checkbox"/> | <input type="checkbox"/> |
| 38. Write responses that analyze the use of imagery, universal themes, and/or unique perspectives/aspects of text  | <input type="checkbox"/> | <input type="checkbox"/> |

DATE: \_\_\_\_\_

Assessment Performed by:

\_\_\_\_\_

**SKILLS PERFORMED BY CHILD**

**YES**

**NO**

39. Write text, notes, outlines, comments, and observations to synthesize content, processes, and experiences from a variety of media

40. Synthesize information from multiple sources and analyze the unique perspective of each medium

