

Rubric for Scoring Unassisted Writing Samples

NAME _____

DATE _____

Compare the student's unassisted writing sample to the WCPSS Writing Exemplars. Use this comparison and the descriptors below to check the stage that best describes the writing sample.

<p style="text-align: center;">_____Prewriting and Early Emergent</p> <p>The piece is primarily drawing but may include squiggles or letter strings.</p>	<p style="text-align: center;">_____Early Developing</p> <p>The piece has several short, patterned sentences about a single idea or topic. It includes both oral language and formal language structures. There is evidence of understanding of basic capitalization with most of the first words of each sentence beginning with capital letters. There is also basic punctuation with periods at the end of most sentences. The temporary spelling may now include some consonants and vowels.</p>	<p style="text-align: center;">_____Early Independent (Typically 1st Quarter of 2nd Grade)</p> <p>The piece uses more formal language structures. Most sentences should be complete. Words previously studied should be spelled correctly and the piece should be readable by others.</p> <p>NOTE: 2nd Grade Teachers should move to the 2nd Grade Analytic Writing Rubric</p>
<p style="text-align: center;">_____Emergent (includes Emergent and Emergent Continued)</p> <p>The piece still focuses on the drawing but now has some writing that may include one or two letters for each word. One or two words may be written correctly. The student is showing understanding of left to right directionality and beginning to use some spacing.</p>	<p style="text-align: center;">_____Developing (Includes Developing and Developing Continued)</p> <p>The piece is focused on a topic with several sentences. There is evidence of more specific vocabulary with words that name the setting and characters as well as words that tell action. Most sentences in the piece are complete sentences with many high frequency words spelled correctly. There is consistent use of capital letters and punctuation. The temporary spelling can generally be read by others.</p>	<p style="text-align: center;">_____Mid-Independent (Typically 2nd and 3rd Quarter of 2nd Grade)</p> <p>The piece is written in a logical, focused sequence with a beginning, middle, and end using varied sentence patterns and lengths. There is use of descriptive detail and elaboration. Most of the words should be spelled correctly and there should be appropriate use of capitalization and punctuation.</p>
<p style="text-align: center;">_____Late Emergent</p> <p>The piece focuses more on the writing with one or two thoughts or sentences about the picture. The writing uses the oral language structures of the student and may include some descriptive words. There is use of temporary spelling with mostly consonants. Some high frequency words may be spelled correctly.</p>	<p style="text-align: center;">_____Late Developing</p> <p>There is more clear and precise language and there may be some details. There is evidence of the use of phonics to write more unknown words that can generally be read by others. The piece is written in legible handwriting that can be read by others.</p>	<p style="text-align: center;">_____Late Independent (Typically end of 2nd Grade)</p> <p>The piece should have multiple paragraphs related to a topic. The vocabulary should be descriptive and show variety instead of using basic words (e.g., said, I, went, etc.). There should be elaboration of events or information. The paragraphs should be indented and the spelling should be mostly correct. The piece should be written in legible handwriting.</p>

INSTRUCTIONAL IMPLICATIONS: