

# English Writing Rubric

	Level 1	Level 2	Level 3	Level 4
Developing and Organizing Content	The student rarely identifies the purpose, audience, and form of writing, and he/she develops and organizes ideas by ordering main ideas and supporting details using graphic organizers and organizational patterns with limited effectiveness.	The student sometimes identifies the purpose, audience, and form of writing, and he/she develops and organizes ideas by ordering main ideas and supporting details using graphic organizers and organizational patterns with some effectiveness.	The student usually identifies the purpose, audience, and form of writing, and he/she develops and organizes ideas by ordering main ideas and supporting details using graphic organizers and organizational patterns with considerable effectiveness.	The student consistently identifies the purpose, audience, and form of writing, and he/she develops and organizes ideas by ordering main ideas and supporting details using graphic organizers and organizational patterns with a high degree of effectiveness.
Using Knowledge of Form and Style	The student rarely drafts and revises his/her writing using appropriate forms and stylistic elements, and he/she applies strategies to make revisions to improve his/her writing with limited effectiveness.	The student sometimes drafts and revises his/her writing using appropriate forms and stylistic elements, and he/she applies strategies to make revisions to improve his/her writing with some effectiveness.	The student usually drafts and revises his/her writing using appropriate forms and stylistic elements, and he/she applies strategies to make revisions to improve his/her writing with considerable effectiveness.	The student consistently drafts and revises his/her writing using appropriate forms and stylistic elements, and he/she applies strategies to make revisions to improve his/her writing with a high degree of effectiveness.
Applying Knowledge of Language Conventions	The student uses editing, proofreading, and publishing skills, applies knowledge of language conventions, and presents his/her writing with limited effectiveness.	The student uses editing, proofreading, and publishing skills, applies knowledge of language conventions, and presents his/her writing with some effectiveness.	The student uses editing, proofreading, and publishing skills, applies knowledge of language conventions, and presents his/her writing with considerable effectiveness.	The student uses editing, proofreading, and publishing skills, applies knowledge of language conventions, and presents his/her writing with a high degree of effectiveness.
Reflecting on Writing Skills and Strategies	The student identifies helpful strategies and explains how his/her listening, speaking, and reading skills help in his/her development as a writer with assistance.	The student identifies helpful strategies and explains how his/her listening, speaking, and reading skills help in his/her development as a writer with some assistance.	The student identifies helpful strategies and explains how his/her listening, speaking, and reading skills help in his/her development as a writer with occasional assistance.	The student identifies helpful strategies and explains how his/her listening, speaking, and reading skills help in his/her development as a writer with little or no assistance.

Teacher's Comments:

# Science and Technology Rubric

	Level 1	Level 2	Level 3	Level 4
Understanding Basic Concepts	The student shows limited understanding of the basic concepts.	The student shows some understanding of the basic concepts.	The student shows considerable understanding of the basic concepts.	The student shows thorough understanding of the basic concepts.
Applying Skills and Strategies	The student fails to apply any required skills and strategies in investigations.	The student applies some of the required skills and strategies in investigations.	The student applies most of the required skills and strategies in investigations.	The student applies all or almost all of the required skills and strategies in investigations.
Demonstrating Awareness of Safety	The student shows little awareness of safety procedures, and only handles tools and equipment correctly with assistance.	The student shows some awareness of safety procedures, and handles tools and equipment correctly with some assistance.	The student usually shows awareness of safety procedures, and handles tools and equipment correctly with occasional assistance.	The student almost always shows awareness of safety procedures, and handles tools and equipment correctly with little or no assistance.
Communicating	The student rarely communicates orally, visually, and in writing clearly with the correct science and technology terminology.	The student sometimes communicates orally, visually, and in writing clearly with the correct science and technology terminology.	The student usually communicates orally, visually, and in writing clearly with the correct science and technology terminology.	The student almost always communicates orally, visually, and in writing clearly with the correct science and technology terminology.
Relating Science and Technology to Each Other and to the World Outside School	The student shows limited understanding of the connections between science and technology and the world outside school.	The student shows some understanding of the connections between science and technology and the world outside school.	The student shows considerable understanding of the connections between science and technology and the world outside school.	The student shows thorough understanding of the connections between science and technology and the world outside school.
Participating in Investigations	The student shows little interest in investigations.	The student only participates in investigations with encouragement.	The student participates well in investigations.	The student participates in investigations with enthusiasm.
Completing Class Work	The student rarely focuses on or completes class work.	The student focuses on class work and completes it only with supervision and guidance.	The student focuses on class work and completes it with occasional supervision and guidance.	The student focuses on class work and completes it with little or no supervision or guidance.

Teacher's Comments: