

TEACHER Exemplary Writing Rubric (scored by those teaching writers)		1	2	3	4
Organization	Structure	Structure is inappropriate, causes confusion, or is not evident.	Structure is evident, but not always clear or appropriate.	Structure (for the most part) is appropriate and organizational strategies are adequately used.	Structure is clearly appropriate and the essay is skillfully crafted using well-crafted organizational strategies.
	Focus	No clear central idea. The writer does not focus on one topic, includes irrelevant information, OR shifts quickly from idea to idea.	The central idea is weak or somewhat unclear. The irrelevant information interferes with the focus of the piece.	The central idea is clear, and most ideas are related and focused on the topic. It may include only minor digressions in focus.	The central idea is clear, and all ideas are strongly related and focused on the topic.
	Transitions and Sentence Connections	Weak progressing capabilities and weak, lack of transitions makes the essay hard to follow.	Progression not always controlled; minor digressions in focus; transitions are weak.	Progression is logical and controlled. Transitions are meaningful (for the most part) and support the flow.	Progression is logical and well controlled. Strong and meaningful transitions enhance the flow.
Development	Details	Development is weak due to inappropriate, vague, or lack of details.	Development is evident due to details that are not always appropriate or too brief.	Development is sufficient due to details that are specific, appropriate, and add depth.	Development is effective due to details that are specific, well chosen, and add depth.
	Thoughtfulness	Response is vague, confused, or weakly linked to the prompt; OR lack of understanding of writing task.	Little or no thoughtfulness and sometimes formulaic; limited understanding of writing task.	Some thoughtfulness and original (not formulaic); good understanding of the writing task.	Thoughtful and engaging with unique experiences; thorough understanding of the writing task.
Language/Conventions	Word Choice	Word choice is vague or limited and doesn't establish tone; lacks quality and clarity.	Word choice is general or not specific and establishes little tone; doesn't contribute to the quality.	For the most part, word choice is clear and specific and establishes tone; contributes to the quality.	Word choice is purposeful, precise, and maintains appropriate tone; strongly contributes to the quality.
	Sentence Structure	Sentences are simple, unbalanced, or uncontrolled which limits effectiveness.	Sentences are unbalanced or only somewhat controlled which may not contribute to quality.	Sentences are varied and controlled which (for the most part) contributes to the effectiveness.	Sentences are purposeful, varied and well controlled which enhance the effectiveness.
	Conventions	Little or no control of spelling, capital letters, punctuation, and grammar which create disruptions in fluency.	Partial control of spelling, capital letters, punctuation, and grammar which create minor disruptions in fluency.	Adequate control of spelling, capital letters, punctuation, and grammar which create few (if any) disruptions in fluency; doesn't affect clarity.	Controlled control of spelling, capital letters, punctuation, and grammar which does not create disruptions in fluency; strongly contributes to the effectiveness.

4th Grade Summary Scoring Guide

Albert A Gayle



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NAEP 1998 Writing Report Card for the Nation and the States Elissa A. Greenwald,1999 *Writing Report Card For The Nation And The States, NAEP 1998* ,1999 **NAEP ... Writing Report Card** ,1999 **Sample Assessment Exercises Manual for Proficiency Assessment, Grades 4-6: Sample exercises** California. State Department of Education,1978

Basic Reading Inventory Jerry L. Johns,2005 CD ROM includes video demonstrations of the Basic reading inventory with a teacher and student and software for recording and analysing scores **Reading Objectives** Charles Joseph Anderson,Isobel Davidson,1923 *Examiners' Manual for Iowa Silent Reading Tests* Harry Andrew Greene,Albert Nels Jorgensen,1927 **Resources in Education** ,1994 **Manual of Instructions for Giving and Scoring the Courtis Standard Tests in the Three R's** Stuart Appleton Courtis,1914 **Baltimore Bulletin of Education** ,1924 **The Present Status of Silent Reading Tests** Thomas George Foran,1927 **The Content and Measurement of the Reading Vocabulary** Sister Mary Irmina,1927 *Proceedings* ,1919 **The Organization and administration of physical education** Jesse Feiring Williams,1922 **"Code of Massachusetts regulations, 2006"** ,2006 Archival snapshot of entire looseleaf Code of Massachusetts Regulations held by the Social Law Library of Massachusetts as of January 2020

American Physical Education Review ,1921 Includes abstracts of magazine articles and Book reviews **Proceedings** Pennsylvania State University. *Schoolmen's Week*,1928 **Administration** ,1923 Includes critical reviews *Texas Educational Survey Report ... Texas Educational Survey Commission* Texas Educational Survey Commission,Thomas Dudley Brooks,John Oscar Creager,Leo Mortimer Favrot,Norman Frost,Charles Hubbard Judd,Andrew Clarkson Parsons,É. A. Peterson,John Leslie Tennant,Harry Bruce Wilson,Rietta Simmons,Clyde Milton Hill,F. L. Kelly,George Frederick Zook,1925

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going note that we cannot normally mix these two structures basic rules for indirect speech when words and thoughts are
reported there is usually a change of tenses pronouns and other words
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sentence is indirect speech one person reporting to another person what was said the day before how many elements in the
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structure of the reported clause depends on whether the
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try to report their exact words we usually give a summary for example direct speech exact words mary oh dear we ve been
walking for hours i m exhausted i don t think i can go any further i really need to stop for a rest
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direct speech sentence mentions the exact words the other person said
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