

Hardyston Township Schools
Writing Expectations
Kindergarten through Grade Eight
First Draft ~ September, 2013

The following is a compilation of the expectations for writing for students. This is meant as a guide or model for students, parents, and teachers to encourage student writing to be its best in Hardyston Schools. This guide and models presented should be considered as a “living document” and will undergo revision periodically in order to reflect the ever-changing needs of the students who attend Hardyston Township Schools. It is the hope of this document to incorporate improvements over the course of not only this year, but also for years to come. This is a starting point to have a consistent standard of writing for all students across all subject areas. We encourage students, parents, and teachers to check these expectations throughout the year. We will give notice when any updates or revisions are made to these expectations and will be noted with a date reference here.

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General Philosophy of Language Arts for Hardyston Township School District

It is the common philosophy of Hardyston Township School District, “Our Legacy, A Well-Educated Child.” To meet the demands of an ever-changing society, a further development of the basic philosophy is necessary for the requirements of English Language Arts. This philosophy is deeply rooted within the design of the Common Core State Standards. These standards, developed through research and with an understanding of the emerging student are based on the requisites of the working world. Through these standards there is the premise of results, rather than the means; our highly qualified staff has the extended knowledge and abilities to encourage each student to strive to his or her ultimate best in Language Arts.

The standards recognize literacy is an integrated area of education and while individual elements of the standards may stand on their own, there is a strong connection between each of the aspects of communication. Students will not only see this connection, but also, they will demonstrate a clear understanding of language in both individual and integrated forms, its strength in communication, and how it plays a steering role of society. With that in mind, and to be an effective, contributing member of the world, the emerging student will have exposure and experience with research, along with an appreciation of the impact of media and how it plays a significant part on society and the workplace.

The standards in English Language Arts are a shared responsibility within the Hardyston Township School District. Students will develop the skills necessary for communication through specific Language Arts subjects with other curricular areas playing a supporting role. It is through the interdisciplinary approach to English Language Arts, students who develop into confident and not only well spoken; but also, well-written communicators will find success in the ever-evolving world of tomorrow.

The approach to English Language Arts is one based on research and is forward thinking. From the book, Content Area Reading: Literacy and learning Across the *Curriculum*, Vaca states, “Adolescents entering the adult world in the 21st century will read and write more than at any other time in human history. They will need advanced levels of literacy to perform their jobs, run their households, act as citizens, and conduct their personal lives.” This statement echoes our purpose and our direction. The demands currently made on the citizenry of the world with regard to communication and technology is the driving force. This driving force has determined the need for students to recognize learning is continuous in order to prepare for the world they will help shape. Students of today need to be students of tomorrow, with an abundance of skills in writing and reading, and the ability to process, integrate, and to share information across all levels.

General Grade Level Writing Expectations

In an effort to improve student writing and to give them the best possible instruction in writing, the following has been developed in order to achieve this goal for the students in Hardyston Township School District.

The basic understanding is the provision of:

- an appreciation that writing occurs in every aspect of life and education and to encourage the development of writing across the multiple curricular areas.
- a consistent process for writing both across grade levels and across the multiple curricular areas, including but not limited to a standard heading and written response expectations.
- an understanding of the expectation of writing for each grade level both across the grade levels and across the multiple curricular areas.
- the idea that writing, along with reading, is developmental and will progress when positive encouragement is given.
- an understanding that the development of an effective district-writing program is an on-going process and recursive in nature, and will continue to develop as the needs of the students change.

The following is a guide for students, parents, and staff members of the expectations of writing and communicating across the grade levels. This is, by no means, a be-all or end-all of the required written elements for each writing experience within a classroom, but simply a frame of reference for the production of good writing and communication for the appropriate levels within our district. Each writing task within a classroom may have its own parameters; however, the essentials should be present in the writing response by the students. These essentials increase with the level of writing and with the level of the student.

These four elements are the core of the three types of writing as outlined by the CCSS; Narrative, Informative/Explanatory, and Argumentative writing for Hardyston students:

- A **restatement** of the question, topic, or prompt
- A clear **response** to the question, topic, or prompt
- **Supporting** details, descriptions, and examples within the response
- A clear, closing statement, including an element of **insight** or reflection by the student.

These components are broken down by grade clusters and use the following mnemonic device/terms to encourage proper responses by the students. Please note the repetition of the four bold-faced words; it is essential to the writing process that these words be incorporated in any writing task. These examples are best suited for textbook responses; however, they may be applied to all writing.

Kindergarten through Grades Two / Three, please note Grade Three is a transitional year at which time students will progress to the next mnemonic device:

RACE(S)

Restate

Answer, respond

Cite evidence, support

Expand/Explain

(Sum it up)

Grades Three through Five:

RSSE

Restate

Support from text, respond

Support from self

Extend to self, text, world

Grade Six through Eight:

(The “Three R’s” in order to “See” what is said)

Restate

Respond (Statement, Extend on it, Expand further)

Reflect (draw insight)

As students develop and mature with their writing, the mnemonic prompts are designed to reflect the ability levels. By the close of eighth grade, the process with its similar terminology should be assimilated within the student for continued development at the high school and collegiate levels.

Drawing from the above mnemonic devices, a basic view of a standard written response would be each letter standing for at least one sentence in the development of a response to a question, prompt, or general writing task for any particular grade level. It is expected that the individual responses would demonstrate a clear understanding of the task and be appropriate in support and development for the grade level. For most textbook responses, a paragraph may suffice; however, for any essay or narrative tasks, students are expected to generate far more than a paragraph.

To illustrate, the expectations for the end of each grade level, along with the expectations of the Common Core State Standards, are outlined below. Please know these are suggestions based on the abilities of students, and should be used as a guide for writing across the curricular areas for any of the four types of writing, in addition to standard textbook responses.

Expectations of writing by grade level:

At the close of kindergarten, a student, with some assistance, should be able to produce a sentence with appropriate punctuation and capitalization.

At the close of first grade, a student, with some assistance, should be able to produce a clear and precise sentence clearly demonstrating an understanding of the topic, with the consideration of a full paragraph with appropriate punctuation and capitalization. This paragraph may be skeletal and lacking additional details.

At the close of second grade, a student, with minimal (if any assistance), should be able to produce one, if not two, full paragraph(s) with appropriate punctuation and capitalization. This paragraph should include appropriate details and examples for the grade level.

At the close of third grade, a student should produce at least three, clearly connected paragraphs. The paragraph should show correct use of punctuation, capitalization, and the use of simple transitions between the paragraphs.

At the close of fourth grade, a student should produce at least four clearly connected paragraphs incorporating correct punctuation, capitalization, use of simple transitions, and show correct noun/verb agreements, along with correct pronoun/antecedent agreements.

At the close of fifth grade, a student should produce a minimum of five, if not more, paragraphs, demonstrating clear progression from introduction to conclusion, incorporating correct elements of written grammatical structures.

At the close of sixth grade, a student should produce a minimum of six, if not more paragraphs, demonstrating not only clear progression from introduction to conclusion, but also integrate elements of insight within the writing. Transitional words and phrases should be evident in the writing. Grammatical structures should be correct and a development of compound structures should be seen.

At the close of seventh grade, a student should produce a minimum of seven, if not more paragraphs, demonstrating not only clear progression from introduction to conclusion, but also integrate elements of insight within the writing. Transitional words and phrases should be evident throughout the writing. Grammatical structures should be correct and a development of not only compound and complex structures.

At the close of eighth grade, a student should produce a minimum of eighth, if not more paragraphs, demonstrating not only clear progression from introduction to conclusion, but also integrate elements of both rhetoric and insight within the writing. Transitional words and phrases should be evident throughout the writing. Grammatical structures should be correct and the writing should show both compound and complex structures. Writing should demonstrate a clear understanding of the task with a solid thesis statement leading to a well-developed conclusion proving the thesis.

Written Submission Standards

In an effort to have consistency in writing throughout the district, students are expected to adhere to the following guidelines for any writing.

Students in Kindergarten through Fourth grades

General assignments.

- For most assignments, students should use standard-sized, lined paper.
(please do not use torn or crumpled paper and please use school-appropriate types of paper)
- For elementary grades, pencil may be used for homework, as per teacher request
- Students should produce clear and correct, grade level appropriate handwriting.
- Students should follow correct writing conventions; i.e. capitalize, punctuate, spell, and indent paragraphs as appropriate for the grade level and standards.
- The appropriate heading must be used for all assignments.

Students in Kindergarten through Fourth grades

Formal writing/Report or research writing.

- Students should use standard-sized, white-lined paper, if not typed.
(please do not use torn or crumpled paper and please use school-appropriate types of paper)
- Students are to write in black or blue ink, on one side of the paper.
- Please note: For elementary grades, students may handwrite a final copy, however, if typed; the writing **MUST** follow the guidelines for Formal Writing for Grades Five through Eight.
- Students should produce clear and correct, grade level appropriate handwriting; cursive is expected for grades three and four.
- Students should follow correct writing conventions; i.e. capitalize, punctuate, spell, and indent paragraphs as appropriate for the grade level and standards.
- The appropriate heading must be used or an appropriate title page.

Students in Fifth through Eighth grades

General assignments.

- For most assignments, students should use standard-sized, lined paper.
(please do not use torn or crumpled paper and please use school-appropriate types of paper)
- For middle school students, all writing should be completed using black or blue ink.
(this does not apply to mathematics, but for all other subjects, unless specified by the teacher to use pencil)
- Students should produce clear and correct, grade level appropriate handwriting; cursive writing is expected for all students in middle school.
- Students should follow correct writing conventions; i.e. capitalize, punctuate, spell, and indent paragraphs as appropriate for the grade level and standards.
- The appropriate heading must be used for all assignments.

Students in Fifth through Eighth grades

Formal writing, reports, or research writing.

- Students should use standard-sized, white paper.
- Should be typed or word-processed for proper submission.
- In accordance with most research and formal writings, all **typed** writing should:
 - Have a standard font – Times, Times New Roman, Geneva, or other typewriter font. Do not use Comic Sans or other casual font types.
 - Font size must be between 11 and 12 – no larger, no smaller.
 - Line spacing must be set at double spaced (this is the set for between lines, not words).
 - Be in black ink.
 - All margins should be one inch.
- Students should follow correct writing conventions; i.e. capitalize, punctuate, spell, and indent paragraphs as appropriate for the grade level and standards.
- The appropriate heading must be used or an appropriate title page.
- Formal writing, reports, or research written work should be printed at home.

Research and Report Writing Expectations for Students

In order to promote good writing habits, research and report writing is essential within all academic areas in our district. To provide continuity of the process, Hardyston Township School District follows the style features of MLA (Modern Language Association), which is followed by many high schools, colleges, and universities. It provides a unified base for scholarly writing and documentation, giving students a standard form for research and report writing. According to the Modern Language Association website,

“What Is MLA Style?”

All fields of research agree on the need to document scholarly borrowings, but documentation conventions vary because of the different needs of scholarly disciplines. MLA style for documentation is widely used in the humanities, especially in writing on language and literature. Generally simpler and more concise than other styles, MLA style features brief parenthetical citations in the text keyed to an alphabetical list of works cited that appears at the end of the work.

MLA style has been widely adopted by schools, academic departments, and instructors for over half a century. The association's guidelines are also used by over 1,100 scholarly and literary journals, newsletters, and magazines and by many university and commercial presses. The MLA's guidelines are followed throughout North America and in Brazil, China, India, Japan, Taiwan, and other countries around the world.”

From elementary school through middle school, students should follow the MLA style methods for documentation of reports or research. Please refer to the preceding guides for the basics on final submission; those guides follow MLA style standards.

Dependent on the writing or report, teachers will give a guide for final submission and indicate to students to use either a standard heading or a title page; most reports should not need a title page.

Here is a sample first page for a general report/research assignment:

Student information should be double-spaced along the left margin.

Page numbers should appear in the upper right hand corner of each page; use the “header” feature in most word processing systems.

The title should be centered, followed by the body of the paper.

The full paper should observe one inch margins, have double line spaces, and use a standard print font, no smaller than size 11 or larger than size 12.

Student's last name #
Student's Name Teacher's Name Subject / Class Date assignment is due
Title of Report/ Research/ Essay Topic (indent for first paragraph)

Here is a sample title page:

Title of Report (Research Topic)
{Subtopic, if needed}

Student's Name
Teacher's Name
Subject/Grade Level
Due Date

Title should be centered, using size 12 font and single spaced. Caps are not necessary.

Unless directed, students should not place illustrations on a title page.

The student's name should appear here, along with the teacher's name, subject/grade level, and date the assignment is due.

Please note:

The full paper should observe one inch margins, have double line spaces, and use a standard print font, no smaller than size 11 or larger than size 12.

Students should always document information. Both Elementary and Middle School students are expected to include a bibliography for any report or research writing. The standard for a bibliography would be to arrange sources in alphabetical order, generally by the last name of the author/contributor, followed by source information. If no author, then arrange by title and then source information. Please note the first line begins at the margin, the second line is indented by five spaces. Individual entries are single spaced, with double spacing between each entry. Examples of the most commonly used types for documenting sources follow.

For books:

Author's last name, first. *Title of the Book*.

Where it was published: Who Published. Recent copyright date. Source type.

(example)

Andrlik, Todd. *Reporting the Revolutionary War: Before it was history, it was news*.

Illinois: Sourcebooks, Inc. 2012. Print.

For Encyclopedias:

Author's /editor's last name, first name. "Title of Article." *Title/Name of Encyclopedia*.

Where it was published : Who Published. Recent copyright date. Source type.

(example)

Love, Carrie; Caroline Stamps, and Ben Morgan, ed. "What is a plant?" *First Science Encyclopedia*.

New York: DK Publishing. 2008. Print.

For On-line/Internet sources:

Last name, First name. "Article Title." Website Title. Publisher of Website, Day Month Year article was published. Web.

Day Month Year article was accessed. <URL>.

(example)

Van Deusen, Amy. "The Types of Gymnastics." *About.com.Gymnastics*. About.com 2013. 24 August 2013.

<http://gymnastics.about.com/od/gymnastics101/a/gymtypes.htm>

Sample Bibliography page:

Bibliography

Andrlik, Todd. *Reporting the Revolutionary War: Before it was history, it was news*.

Illinois: Sourcebooks, Inc. 2012. Print.

Love, Carrie; Caroline Stamps, and Ben Morgan, ed. "What is a plant?" *First Science Encyclopedia*.

New York: DK Publishing. 2008. Print.

Van Deusen, Amy. "The Types of Gymnastics." *About.com.Gymnastics*. About.com 2013. 24 August 2013.

<http://gymnastics.about.com/od/gymnastics101/a/gymtypes.htm> Internet.

Students in grades seven and eight will learn proper parenthetical citations, along with creating annotated bibliographies. Additional information and samples will be added to these guides as needed over the course of the year. Please refer to the following, excellent web sources for information regarding documentation and format:

Modern Language Association

Students and parents will find general information regarding style of documentation and updates to the Handbook.

<http://www.mla.org>

The Purdue Online Writing Lab

This site has examples of the documentation styles for all of the scholarly organizations, including MLA.

<http://owl.english.purdue.edu/owl/resource/747/01/>

Appendixes:

- a) Standard Heading format, Kindergarten through first grade
- b) Standard Heading format, second grade through eighth grade

- c) Standard one paragraph response framework
- d) Standard two paragraph response framework
- e) Standard three paragraph response framework *
- f) Standard five paragraph response framework *
 *these may be adjusted to accommodate additional paragraphs as needed.

- g) Sample Rubric guide for scoring, Kindergarten and first grade
- h) Sample Rubric guide for scoring, second grade
- i) Sample Rubric guide for scoring, third and fourth grades
- j) Sample Rubric guide for scoring, fifth through eighth grades

- k) New Jersey State Holistic Rubric for Writing, Grades Three through Five
 New Jersey State Holistic Rubric for Open Ended Response, Grades Three through Five
- l) New Jersey State Holistic Rubric for Writing, Grades Six through Eight
 New Jersey State Holistic Rubric for Open Ended Response, Grades Six through Eight

Appendix a:
Heading for Kindergarten and Grade One

<i>First and Last Name</i>	<i>Date</i>
<i>(Skip this line)</i>	

Example, only. Students are expected to handwrite the appropriate heading format on lined paper or other assignments as directed by their teachers. First and last names should be used and are required for both kindergarten and first grade by the CCSS. All students are expected to use this heading for their assignments.

Appendix b:
Heading for Grade Two through Grade Eight

<i>First and Last Name</i>	<i>(*)</i>	<i>Date</i>
<i>Subject Area</i>	<i>Assignment page and exercises</i>	
<i>(skip this line)</i>		

Example, only. Students are expected to handwrite the appropriate heading format on lined paper or other assignments as directed by their teachers. If the assignment is typed, students should use the 'Header' feature found in most word processing systems, or create a correct heading as shown. All students are expected to use this heading for their assignments.

*some teachers further designate the individual class; please place that designation as indicated.

Standard one paragraph response. Framework and sample.

Topic Sentence (Restate the question, topic, or prompt)

Statement (Answer or respond to the question, topic, or prompt)

Support (give specific support or example from the text or other information provided)

(give additional support as required by teacher or for upper grade levels)

(add insight or rhetoric as needed – upper grade levels)

Concluding statement (Sum up the answer to the question, topic, or prompt)

Annotated Student Example:

Question - “Identify an important part of the respiratory system.”

Exemplar answer -

“There are many parts in the respiratory system. One important part of the respiratory system is the trachea. The trachea is the section that allows air to go into the lungs. Without the trachea, the lungs would not function properly. The trachea is an important part of the respiratory system.”

This restates the question without answering the question.

The second sentence answers the question.

The third sentence gives support from the information in the text.

The fourth sentence gives insight to the function of the trachea .

The final sentence sums up the response with a reference to the question and the proper answer.

Please note, as with any example, this is for illustrative purposes. Teachers may require additional elements for any given response. This example is merely a framework, understandably as students progress through the grade levels, the complexity of a response would reflect in additional support, examples, or detail and a basic paragraph would have more length.

Standard, two paragraph response. Framework and sample.

Paragraph One

Topic Sentence (Restate the question, topic, or prompt and address the two parts)

Statement (Answer or respond to the question, topic, or prompt of the first part)

Support (give specific support or example from the text or other information provided)
(give additional support as needed)

(add insight or rhetoric as needed – upper grade levels)

Concluding statement (Sum up the answer to the question, topic, or prompt)

Transitional sentence leading to the next paragraph, indicating the second part

Paragraph Two

Topic Sentence (Restate the question, topic, or prompt of the second part)

Statement (Answer or respond to the question, topic, or prompt of the second part)

Support (give specific support or example from the text or other information provided)
(give additional support as needed)

(add insight or rhetoric as needed – upper grade levels)

Concluding statement (Sum up the answer to the question, topic, or prompt reviewing both parts)

Annotated Student Example:

Prompt: What are the two best pets you would like to own?

Exemplar Answer:

People own many types of pets; however, there are two types that I would like to own. The first pet I would like to have is a cat. A cat is very warm, cuddly, and purr when petted. Cats are fun to play with, too, and they chase strings and puffy balls. They are also very independent and can be left on their own; they do not need to be walked like a dog. While I like cats, having another type of pet would be neat.

Many people have two kinds of pets. If I could have a second pet, I would have tropical fish. Tropical fish are very easy to take care of as a pet. They only need a little food each day, and their water changed from time to time. Tropical fish are very colorful and it is relaxing watching them swim about a fish tank. To me, the two best pets to own are cats and tropical fish.

This readdresses the question and transitions to the second part without answering.

The second sentence answers the question.

The third sentence gives support.

The fourth and fifth sentences give additional information and then insight about tropical fish.

This restates the question without answering the question.

The second sentence answers the question.

The third sentence gives support.

The fourth and fifth sentences give additional information and then insight about cats.

The final sentence sums up the response about cats, and transitions to the next paragraph.

The final sentence sums up the response about cats and tropical fish being the best pets to own, answering the question.

Please note, as with any example, this is for illustrative purposes. Teachers may require additional elements for any given response. This example is merely a framework, understandably as students progress through the grade levels, the complexity of a response would reflect in additional support, examples, or detail and a these paragraphs would have more length.

Appendix e

Standard three paragraph response. A partial student sample follows the five paragraph framework.

Paragraph 1

Introductory Paragraph

Clearly **(re)states** topic and gets the reader's attention to continue,

State the main idea, briefly – give a brief indication of what is to be covered

Transitional sentence to the second paragraph

Paragraph 2

Main idea/focus Paragraph

Open with topic sentence about the focus (**this paragraph responds or answers the topic/prompt**)

Statement One - state a fact or information regarding topic

Example drawn from text/source sentence (give details)

Elaborate further (give additional details)

Statement Two – state a fact or information regarding topic

Extension sentence (give details)

Elaborate further (give additional details)

Statement Three - state a fact or information regarding topic

Extension sentence (give details)

Elaborate further (give additional details) give details)

Statement Four - state a fact or information regarding topic

Extension sentence (give details)

Elaborate further (give additional details)

(State additional information as needed. Consider additional paragraphs)

Transitional sentence to the concluding paragraph

Paragraph 3

Conclusion Paragraph

Transitional statement for the closing of the essay (**reflects/reviews the response**)

Restate (reword) original opening

Review the main idea

Give final 'proof' or closing insight about the topic

(Never introduce or talk about anything new in a conclusion)

Please note, as with any example, this is for illustrative purposes. Teachers may require additional elements for any given response. This example is merely a framework, understandably as students progress through the grade levels, the complexity of a response would reflect in additional support, examples, or detail and would have more length.

Appendix f

Standard five paragraph response. Framework, partial student annotated sample follows.

(this formula may be adapted to write longer responses)

Paragraph 1

Introductory Paragraph

Clearly states topic and gets the reader's attention – Thesis

Briefly state idea 1

Briefly state idea 2

Briefly state idea 3

(state additional ideas as needed)

Transitional sentence to the second paragraph (idea one)

RESTATE

Paragraph 2

Idea One Paragraph

Open with an introductory, transitional statement for this idea

Statement One - state a fact or information regarding topic

Example drawn from text/source sentence (give details)

Elaborate further (give additional details)

Statement Two – state a fact or information regarding topic

Extension sentence (give details)

Elaborate further (give additional details)

Statement Three - state a fact or information regarding topic

Extension sentence (give details)

Elaborate further (give additional details) give details)

(State additional information as needed, if more facts/details)

Transitional sentence to the next paragraph (idea two)

Paragraph 3

Idea Two Paragraph

Open with an introductory, transitional statement for this idea

Statement One - state a fact or information regarding topic

Example drawn from text/source sentence (give details)

Elaborate further (give additional details)

Statement Two – state a fact or information regarding topic

Extension sentence (give details)

Elaborate further (give additional details)

Statement Three - state a fact or information regarding topic

Extension sentence (give details)

Elaborate further (give additional details) give details)

(State additional information as needed, if more facts/details)

Transitional sentence to the next paragraph (idea three)

R
E
S
P
O
N
D

Paragraph 4

Idea Three Paragraph

Open with an introductory, transitional statement for this idea

Statement One - state a fact or information regarding topic

Example drawn from text/source sentence (give details)

Elaborate further (give additional details)

Statement Two – state a fact or information regarding topic

Extension sentence (give details)

Elaborate further (give additional details)

Statement Three - state a fact or information regarding topic

Extension sentence (give details)

Elaborate further (give additional details) give details)

(State additional information as needed, if more facts/details)

Transitional sentence to the next paragraph (conclusion, unless the response covers more than three ideas, then transition to next idea) CONTINUED

Paragraph 5

Conclusion Paragraph

Transitional statement for the closing of the essay

Restate (reword) original opening

Review idea 1

Review idea 2

Review idea 3

(review additional ideas as needed)

Give final 'proof' or statement

(never introduce or talk about anything new in a conclusion)

REFLECT/CLOSING
INSIGHT

Annotated Student Sample for Three and Five Paragraph responses:

(Note: this is a partial example of a student response)

Topic: *Self-Expression Ends at the School Entrance*

Specific Stance by student: Clothing

Elements of the stance (at least 3):

Safety issues

Show too much

Words/graphics

Schools do not allow for the expression of a student's individual taste and choice in clothing. Many schools think that certain clothes may be a safety concern and so those kinds of clothes are not allowed. Some schools do not like students exposing too much skin. Furthermore, there are schools that have banned the wearing of clothes that may have words or graphics on them that are thought to be inappropriate. Of these items, safety is a primary concern for most schools.

Comment [PR1]: Topic sentence, lets the reader know what you are writing about.

Comment [PR2]: Idea #1 – Safety issues

Comment [PR3]: Idea #2 – Showing too much

Comment [PR4]: Idea #3 – Words and Graphics

Comment [PR5]: Transition to the first paragraph

In our society today, adults are very concerned with the safety of their children. This includes when the children are in school. The clothing that students wear may be a safety issue because of several reasons. One way that clothes may be a safety concern is when they are too tight for a student. If the clothing is too tight, it

Comment [PR6]: Topic sentence/transition – Idea 1

Comment [PR7]: Supporting Detail Statement

could cut off circulation, or cause problems breathing, creating numb limbs or arms or legs that fall asleep in class. Tight clothes can even cause problems moving around a classroom. Not only would clothes that were too tight be a problem, so would clothes that were too loose. Clothes that are too loose may cause a student to

Comment [PR8]: Supporting Detail Statement

trip when walking down a hallway or stairway. In addition, loose clothing can be potentially embarrassing if it falls off, or slips down. Can you picture a student wildly grabbing for a pair of pants that have slipped below the knee? Another safety concern would be the colors and types of clothes that a student may choose to wear. Unfortunately, colors are no longer innocent. Certain colors are gang related, and this would be a major













Comment [PR9]: Supporting Detail Statement

concern to many parents. These adults would be forever asking, "Are you in a gang?" "Why are you wearing that color?" Even to students who don't realize that some gangs find it offensive that others might wear their 'colors' those particular students could get seriously hurt by those gang members. Yes, safety is an issue when it come to clothes that students wear to school, but so is the issue of students who expose too much of themselves with their choice clothing.

Comment [PR10]: Transition – completing this paragraph and leading to the next.

Please note, as with any example, this is for illustrative purposes. Teachers may require additional elements for any given response. This example is merely a framework, understandably as students progress through the grade levels, the complexity of a response would reflect in additional support, examples, or detail and would have more length.

Kindergarten/Grade 1 Writing Rubric

	0 points	1 point	2 points	3 points
Handwriting (CCSS: L2)	No response	 Handwriting is poor with many reversals.	 Handwriting is fair with few reversals.	 Handwriting is excellent with no reversals.
Capitals/ lowercase (CCSS: RF1d)	No response	iT Is hOt. Student did not have appropriate capitals/lowercase.	it is hot. Student did not capitalize the first letter of the sentence.	It is hot. Capitals/lowercase letters are correct and used appropriately.
Spacing (CCSS: RF1c)	No response	Itiscold. Student did not have any spacing.	It is cold. Spacing is inconsistent or incorrect.	It is cold. Spacing is appropriate and consistent.
Details in illustration (CCSS: W1-3)	No response			
Use of color & coloring appropriately (CCSS: W1-3)	No response	 Used only one or two colors and items were not colored appropriately.	 Used 3-4 colors and items were/were not colored appropriately.	 Used lots of color and colored items appropriately.
Coloring inside the lines (CCSS: W1-3)	No response			
Punctuation . ? ! (CCSS: L2)	No response	Is that snow Punctuation is not included.	Is that snow. Punctuation is included, but is not appropriate.	Is that snow? Punctuation is included and is appropriate.
Use of sight words (CCSS: RF3)	No response	I k t Did not use the appropriate sight words to convey a complete thought.	I little it. May or may not have used the appropriate sight words.	I like it. Used the appropriate sight words and used conventional spellings for sight words.
Progression of temporary spelling to conventional spelling (CCSS: RF3)	No response	I vt svb Did not use sight words or phonetic spelling.	I hav a truc. Used sight words and temporary spellings.	I have a truck. Used sight words and conventional spellings.

*WP – Writing strand; *D – Reading; *L – Language; *RF – Reading Foundations

Rubric guide for scoring, Grade Two.

2nd Grade Writing Rubric

	0 Points	1 Point	2 Points	3 Points
Handwriting (CCSS: L2)	No response	Handwriting is poor with many reversals.	Handwriting is fair with few reversals.	Handwriting is neat with few or no reversals.
Spacing (CCSS: L2)	No response	No spacing.	Spacing is inconsistent or incorrect	Spacing is appropriate and consistent
Punctuation (CCSS: L2)	No response	No use of punctuation.	Inconsistent use of punctuation.	Correct punctuation and variety based on what students have learned in class.
Sentences (CCSS: L2)	No response	There are no sentences; fragments or one run-on sentence.	Most sentences are complete with a few run-on sentences or fragments.	Every sentence is a complete sentence and contains correct punctuation.
Topic/Details in Writing (CCSS: R1)	No response	Does not stick to one topic. Little or no details in writing.	Sticks to one topic throughout. Uses some details in writing; details are in list form.	Sticks to one topic throughout. Uses a variety of details and examples throughout writing.
Subject/Verb Agreement (CCSS: L1b, L1e, L1f, L1g)	No response	No use of subject/verb agreement. (<i>She am here. He are here too.</i>)	Inconsistent use of subject/verb agreement. (<i>I am writing. She am too.</i>)	Correct use of subject/verb agreement. (<i>I am writing a story.</i>)
Paragraph Structure (CCSS: W 1-4)	No response	A new sentence on every line with no topic sentence or conclusion.	Paragraph has 3-5 sentences and stays on topic. There is no topic sentence or conclusion.	Paragraph begins with a topic sentence, has details, and has a conclusion.
Spelling (CCSS: L2)	No response	Many spelling errors, does not reflect any knowledge of current or past word study.	Some spelling errors, reflects some knowledge of current or past word study.	Reflects knowledge of current and past word study.

"W" = Writing strand; "R" = Reading; "L" = Language

3rd and 4th Grade Writing Rubric

	0	1	2	3	4
Focus & Organization CCSS – W.3.4 CCSS – W.4.4	No response	The writing minimally addresses the topic. There is no organizational pattern and few if any transitions are used.	The writing is slightly related. The writing that is relevant to the topic exhibits little evidence of an organizational pattern or use of transitions.	The writing is generally focused. An organizational pattern has been attempted and some transitions have been used.	The writing is focused on the topic and has a logical organizational pattern (including a beginning, middle, conclusion, and transitions).
Sentence Structure CCSS – L.3.1 CCSS – L.4.1	No response	Contains numerous incomplete sentences and/or run-on. Lacks evidence of sentence variety (types/length).	Some errors in sentence structure. Limited evidence of sentence variety (types/length).	Sentences are complete. Clear evidence of sentence variety (types/length).	Sentences are varied and well-developed.
Grammar Usage CCSS – L.3.1 CCSS – L.4.1	No response	Sentences reflect limited or no subject-verb agreement and verb tense, thus confusing the meaning.	Sentences reflect inconsistent subject-verb agreement and verb tense and often require clarification.	Sentences generally reflect subject-verb agreement and verb tense. Writer frequently uses other parts of speech.	Sentences reflect subject-verb agreement, complex structure, and proper verb tense. Writer uses varied parts of speech.
Word Choice CCSS – L.3.4, CCSS – L.3.5 CCSS – L.3.6, CCSS – L.4.4 CCSS – L.4.5, CCSS – L.4.6	No response	Uses limited language or domain specific vocabulary. May have little sense of audience or purpose.	Use of domain specific vocabulary may at times be inappropriate for the audience and purpose.	Use of domain specific vocabulary is generally appropriate for the audience and the purpose.	Use of academic and domain specific vocabulary is clearly appropriate for the audience and purpose.
Mechanics CCSS – L.3.2 CCSS – L.4.2	No response	Serious and consistent errors in: Spelling, Capitalization, and Punctuation. * Impedes readability	Frequent errors in: Spelling, Capitalization, and Punctuation. * Begins to impede readability	Few errors in: Spelling, Capitalization, and Punctuation. * Needs some editing	May have minor errors in: Spelling, Capitalization, and Punctuation. * Needs little to no editing

Appendix j
Sample rubric guide for scoring, Grades Five through Eight:

Common Core State Standards General Reference		1	2	3	4	5	6
Organization and Content	CCSS -W: 2 2a 2b 4	Generally lacks an opening and/or closing. There is a minimal response to the topic with an uncertain focus or direction.	May lack an opening and/or closing. Attempts to focus; however, may drift or shift focus.	Writing shows an attempt at an opening and/or closing. Usually has a single focus.	Writing generally has an opening and/or closing. It has a single focus. Ideas are loosely connected and transitions are evident.	Writing shows both an opening and closing. It has a single focus. There is a sense of unity and coherence; key ideas developed.	Insightfully addresses all aspects of the prompt. The writing introduces precise claim(s) in a clear thesis statement. There is a single, distinct focus. The writing is unified and coherent. It is well developed.
	CCSS -W: 2a 2c 2f 4	No planning or organization is evident. Transitions are lacking. Details are random, inappropriate, or barely evident.	There is an attempt at organization. There are few, if any, transitions between ideas. Any details lack elaboration, or are simply listed.	The writing shows some lapses or flaws in organization. It lacks some transitions between ideas. The details are repetitious and/or unelaborated.	There is a progression of ideas in a loosely logical pattern. The writing is moderately fluent, yet lacks cohesive transitions. There is an attempt of compositional risk. Details are evident, but maybe unevenly developed.	There is a progression of ideas; the writing shows elements of fluency and attempts cohesiveness. Transitions are evident. Compositional risks are attempted. Details are evident.	There is a distinct logical progression of ideas. The writing is fluent and cohesive; transitions are effective. Compositional risks are successful. Details are appropriate, effective, varied, and pertinent.
Development of Topic or Response	CCSS -W: 2 2b 9	Provides inaccurate, little, or no evidence to support topic. Does not use or cite sources. Writing shows no and/or inaccurate understanding of topic or text.	The writing provides minimal and/or irrelevant evidence to develop the topic. Incorrectly integrates/cites sources. Shows limited or flawed understanding of topic or text.	The writing develops the topic using facts, definitions, concrete details, quotes, and other information and examples that are limited or superficial. Ineffectively integrates and cites sources. It shows superficial understanding of topic or text.	The writing develops the topic using well-chosen facts, definitions, concrete details, quotes, and other information and examples that are relevant and sufficient. Competently integrates and cites credible sources. It shows competent understanding of topic or text.	Skilfully develops the topic using well-chosen facts, definitions, concrete details, quotes, and other information and examples that are pertinent and substantial. Effectively integrates and cites credible sources, as needed.	The writing shows insightful understanding of topic or text. The writing uses persuasive and valid reasoning to connect evidence with claim(s).
Usage / Sentence Construction / Mechanics	CCSS -L: 1 2 3 4 CCSS -W: 4	Lacks sentence mastery (e.g., fragments/run-ons). The writing contains serious and repetitive errors in grammatical structure. The writing fails to use academic and subject-specific vocabulary clearly appropriate for the audience and purpose.	Uses limited and/or repetitive sentence structure. The writing contains numerous errors in structure, which cause confusion. Inadequately uses academic and subject-specific vocabulary clearly appropriate for the audience and purpose.	Uses mostly correct and some varied sentence structure. The writing contains some errors in structure, which may cause confusion. Usually uses academic and subject-specific vocabulary clearly appropriate for the audience and purpose.	Uses correct and varied sentence structure. Contains few or, minor errors in grammatical structure. Correctly uses academic and subject-specific vocabulary clearly appropriate for the audience and purpose.	The writing shows the use of purposeful and varied sentence structure. The writing demonstrates little to no errors in grammar, punctuation, spelling, capitalization. Competently uses academic and subject-specific vocabulary clearly appropriate for the audience and purpose.	Very few, if any errors demonstrated throughout the writing. There is a highly proficient use of correct grammar, punctuation, spelling, and capitalization throughout the writing. Strategically uses academic and subject-specific vocabulary clearly appropriate for the audience and purpose.

New Jersey State Holistic Scoring Rubrics for the NJAsk, Grades Three through Five Writing Rubric

Holistic Writing
New Jersey Registered Holistic Scoring Rubric (Grades 3-5)

In Scoring, consider the grid of written language	Inadequate Command	Limited Command	Partial Command	Adequate Command	Strong Command											
Score	1	2	3	4	5											
Content & Organization	<ul style="list-style-type: none">May lack opening and/or closingMinimal response to topic; uncertain focusNo planning evident; disorganizedDetails random, inappropriate or barely apparent	<ul style="list-style-type: none">May lack opening and/or closingAttempts to focusMay drift or shift focusAttempts organizationFew, if any, transitions between ideasDetails lack elaboration, i.e., highlight paper	<ul style="list-style-type: none">May lack opening and/or closingUsually has single focusSome lapses or flaws in organizationMay lack some transitions between ideasRepetitious detailsSeveral unelaborated details	<ul style="list-style-type: none">Generally has opening and/or closingSingle focusIdeas loosely connectedTransition evidentUneven development of details	<ul style="list-style-type: none">Opening and closingSingle focusSense of unity and coherenceKey ideas developedLogical progression of ideasModerately fluentAttempts compositional risksDetails appropriate and varied											
	<ul style="list-style-type: none">No apparent controlSevere/numerous errors	<ul style="list-style-type: none">Numerous errors	<ul style="list-style-type: none">Errors/patterns of errors may be evident	<ul style="list-style-type: none">Some errors that do not interfere with meaning	<ul style="list-style-type: none">Few errors											
	Sentence Construction	<ul style="list-style-type: none">Assortment of incomplete and/or incorrect sentences	<ul style="list-style-type: none">Excessive monotony/same structureNumerous errors	<ul style="list-style-type: none">Little variety in syntaxSome errors	<ul style="list-style-type: none">Some varietyGenerally correct	<ul style="list-style-type: none">Variety in syntax appropriate and effectiveFew errors										
	Mechanics	<ul style="list-style-type: none">Errors so severe they detract from meaning	<ul style="list-style-type: none">Numerous serious errors	<ul style="list-style-type: none">Patterns of errors evident	<ul style="list-style-type: none">No consistent pattern of errorsSome errors that do not interfere with meaning	<ul style="list-style-type: none">Few errors										
<table><tr><th colspan="3">Content & Organization</th><th colspan="2">Sentence Construction</th><th>Mechanics</th></tr><tr><td><ul style="list-style-type: none">Communicates intended message to intended audienceRelates to topicOpening and closingFocusedLogical progression of ideasTransitionsAppropriate details and information</td><td><ul style="list-style-type: none">Tense formationSubject-verb agreementPronouns usage/agreementWord choice/meaningProper modifiers</td><td><ul style="list-style-type: none">Variety of type, structure and lengthCorrect construction</td><td colspan="2"><ul style="list-style-type: none">SpellingCapitalizationPunctuation</td></tr></table>						Content & Organization			Sentence Construction		Mechanics	<ul style="list-style-type: none">Communicates intended message to intended audienceRelates to topicOpening and closingFocusedLogical progression of ideasTransitionsAppropriate details and information	<ul style="list-style-type: none">Tense formationSubject-verb agreementPronouns usage/agreementWord choice/meaningProper modifiers	<ul style="list-style-type: none">Variety of type, structure and lengthCorrect construction	<ul style="list-style-type: none">SpellingCapitalizationPunctuation	
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NON-SCORABLE RESPONSES
 OT (Off Topic/Off Task) Student did not write on the assigned topic/task, or the student attempted to copy the prompt.
 NR (No Response) Student refused to write on the topic, or wrote too little to allow a reliable judgment of her/his writing.

New Jersey State Holistic Scoring Rubrics for the NJAsk, Grades Three through Five
Open Ended Response

OPEN-ENDED SCORING RUBRIC
For Reading, Listening and Viewing
(Modified)

Points	Criteria
4	A 4-point response clearly demonstrates understanding of the task, completes all requirements and provides a clear and focused explanation/opinion that links to or extends aspects of the text.
3	A 3-point response demonstrated an understanding of the task, addresses all requirements and provides some explanation/opinion using situations or ideas from the text as support.
2	A 2-point response may address all of the requirements, but demonstrates a partial understanding of the task, and uses text incorrectly or with limited success in an inconsistent or flawed explanation.
1	A 1-point response demonstrates minimal understanding of the task, does not address part of the requirements and provides only a vague reference to or no use of the text.
0	A 0-point response is irrelevant or off-topic.

New Jersey State Holistic Scoring Rubrics for the NJAsk, Grades Six through Eight Writing Rubric

NEW JERSEY REGISTERED HOLISTIC SCORING RUBRIC

In scoring, consider the grid of written language	Inadequate Command	Limited Command	Partial Command	Adequate Command	Strong Command	Superior Command
Score	1	2	3	4	5	6
Content and Organization	<ul style="list-style-type: none"> May lack opening and/or closing 	<ul style="list-style-type: none"> May lack opening and/or closing 	<ul style="list-style-type: none"> May lack opening and/or closing 	<ul style="list-style-type: none"> Generally has opening and/or closing 	<ul style="list-style-type: none"> Opening and closing 	<ul style="list-style-type: none"> Opening and closing
	<ul style="list-style-type: none"> Minimal response to topic; uncertain focus 	<ul style="list-style-type: none"> Attempts to focus May drift or shift focus 	<ul style="list-style-type: none"> Usually has single focus 	<ul style="list-style-type: none"> Single focus 	<ul style="list-style-type: none"> Single focus Sense of unity and coherence Key ideas developed 	<ul style="list-style-type: none"> Single, distinct focus Unified and coherent Well-developed
	<ul style="list-style-type: none"> No planning evident; disorganized 	<ul style="list-style-type: none"> Attempts organization Few, if any, transitions between ideas 	<ul style="list-style-type: none"> Some lapses or flaws in organization May lack some transitions between ideas 	<ul style="list-style-type: none"> Ideas loosely connected Transitions evident 	<ul style="list-style-type: none"> Logical progression of ideas Moderately fluent Attempts compositional risks 	<ul style="list-style-type: none"> Logical progression of ideas Fluent, cohesive Compositional risks successful
	<ul style="list-style-type: none"> Details random, inappropriate, or barely apparent 	<ul style="list-style-type: none"> Details lack elaboration, i.e., highlight paper 	<ul style="list-style-type: none"> Repetitious details Several unelaborated details 	<ul style="list-style-type: none"> Uneven development of details 	<ul style="list-style-type: none"> Details appropriate and varied 	<ul style="list-style-type: none"> Details effective, vivid, explicit, and/or pertinent
Usage	<ul style="list-style-type: none"> No apparent control Severe numerous errors 	<ul style="list-style-type: none"> Numerous errors 	<ul style="list-style-type: none"> Errors/patterns of errors may be evident 	<ul style="list-style-type: none"> Some errors that do not interfere with meaning 	<ul style="list-style-type: none"> Few errors 	<ul style="list-style-type: none"> Very few, if any, errors
Sentence Construction	<ul style="list-style-type: none"> Assortment of incomplete and/or incorrect sentences 	<ul style="list-style-type: none"> Excessive monotony/same structure Numerous errors 	<ul style="list-style-type: none"> Little variety in syntax Some errors 	<ul style="list-style-type: none"> Some variety Generally correct 	<ul style="list-style-type: none"> Variety in syntax appropriate and effective Few errors 	<ul style="list-style-type: none"> Precision and/or sophistication Very few, if any, errors
Mechanics	<ul style="list-style-type: none"> Errors so severe they detract from meaning 	<ul style="list-style-type: none"> Numerous serious errors 	<ul style="list-style-type: none"> Patterns of errors evident 	<ul style="list-style-type: none"> No consistent pattern of errors Some errors that do not interfere with meaning 	<ul style="list-style-type: none"> Few errors 	<ul style="list-style-type: none"> Very few, if any, errors

NON-SCORABLE RESPONSES	FR = Fragment	Student wrote too little to allow a reliable judgment of his/her writing.
	OT = Off Topic/ Off Task	Student did not write on the assigned topic/task.
	NE = Not English	Student wrote in a language other than English.
	NR = No Response	Blank

Note: All unscoreable responses (NSRs), with the exception of NR must be coded by the Scoring Director

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New Jersey State Holistic Scoring Rubrics for the NJAsk, Grades Six through Eight
Open Ended Response

English Language Arts	
Open-Ended Scoring Rubric for Reading, Listening, and Viewing	
Points	Criteria
4	A 4-point response clearly demonstrates understanding of the task, completes all requirements, and provides an insightful explanation/opinion that links to or extends aspects of the text.
3	A 3-point response demonstrates an understanding of the task, completes all requirements, and provides some explanation/opinion using situations or ideas from the text as support.
2	A 2-point response may address all of the requirements, but demonstrates a partial understanding of the task, and uses text incorrectly or with limited success resulting in an inconsistent or flawed explanation.
1	A 1-point response demonstrates minimal understanding of the task, does not complete the requirements, and provides only a vague reference to or no use of the text.
0	A 0-point response is irrelevant or off-topic.