

Assessment Scale/Rubric		Writing Illustrated (e.g., brochures, pamphlets, posters, flyers)				Elementary
Criteria	Student Coaching Rubric	Level D Beginning	Level C Developing	Level B Competent	Level A Skilled	
<b>Communication</b> Use of Language: (familiar and new language, appropriate vocabulary)	I use the language studied in class and add words and phrases that I have found myself.	<input type="checkbox"/> uses familiar language that has been mastered in class	<input type="checkbox"/> employs language that has been studied in class and adds a few new words	<input type="checkbox"/> expands language that has been studied in class by adding many new words	<input type="checkbox"/> expands language that has been studied in class and uses it in new ways adding new words and phrases	
Accuracy of Language	I select vocabulary that suits the task.	<input type="checkbox"/> uses some vocabulary that is appropriate to the task or theme	<input type="checkbox"/> chooses most vocabulary that is appropriate to the task or theme	<input type="checkbox"/> selects vocabulary that is appropriate to the task or theme	<input type="checkbox"/> clarifies the message by selecting vocabulary that is appropriate to the task or theme	
	I make few errors in language.	<input type="checkbox"/> makes many major errors in language	<input type="checkbox"/> makes frequent errors in language	<input type="checkbox"/> occasionally includes minor errors in language	<input type="checkbox"/> language is accurate	
<b>Sense of Audience and Purpose (choice of language that conveys purpose and is appropriate to audience)</b>	I select specific words and phrases for a specific audience and to show why I am writing.	<input type="checkbox"/> does not pick particular words or phrases that would appeal to a specific audience <input type="checkbox"/> does not state a clear purpose	<input type="checkbox"/> picks a few words and phrases that would appeal to a specific audience <input type="checkbox"/> suggests a purpose that is somewhat clear	<input type="checkbox"/> chooses words and phrases that would appeal to a specific audience <input type="checkbox"/> communicates a purpose that is evident to the reader	<input type="checkbox"/> selects many words and phrases that would appeal to a specific audience <input type="checkbox"/> conveys a clear purpose	
<b>Thinking</b> Use of Writing Process	I can find and correct errors in my work with little help from the teacher.	<input type="checkbox"/> recognizes few grammar, spelling or punctuation errors in the draft with extensive teacher support	<input type="checkbox"/> finds some grammar, spelling, or punctuation errors with frequent teacher support and makes few corrections	<input type="checkbox"/> detects and corrects most spelling, grammar and punctuation errors with occasional teacher support	<input type="checkbox"/> independently identifies and corrects almost all spelling, grammar and punctuation errors	