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| **THE RESPONSE** |  | | | |
| **Focus & Organization** | * Uses a combination of **clear** & **relevant** drawings, dictations **and** writing. (W.K.2) | * Uses an **adequate** combination of drawing, dictating **and** writing. (W.K.2) | * Uses drawing, dictating **or** writing. (W.K.2) | * **Does not** use drawing, dictating or writing. (W.K.2) |
| * **Clearly** narrates a single event or several loosely linked events. (W.K.3) | * **Adequately** narrates a single event or several loosely linked events. (W.K.3) | * **Minimally** narrates a single event or several loosely linked events. (W.K.3) | * **Does not** narrate a single event or several loosely linked events. (W.K.3) |
| * Tells about the events in a **clear** sequential order in which they occurred. (W.K.3) | * Tells about the events inan **adequate** order in which they occurred. (W.K.3) | * Tells about the events in a **vague** order in which they occurred. (W.K.3) | * **Does not** tell about the events in the order in which they occurred. (W.K.3) |
| * Provides a **clear** reaction to what happened. (W.K.3) | * Provides an **adequate** reaction to what happened. (W.K.3) | * Provides a **vague** reaction to what happened. (W.K.3) | * **Does not** provide a reaction to what happened. (W.K.3) |
| * **Clearly** expresses thoughts, feelings, and ideas. (SL.K.6) | * **Adequately** expresses thoughts, feelings, and ideas. (SLK.6) | * **Minimally** expresses thoughts, feelings, and ideas. (SLK.6) | * **Does not** express thoughts, feelings, and ideas. (SL.K.6) |

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| **Evidence & Elaboration** | * With guidance and support from adults, adds **sufficient** details to strengthen writing by responding to questions and suggestions from peers. (W.K.5) | * With guidance and support from adults, adds **some** details to strengthen writing by responding to questions and suggestions from peers. (W.K.5) | * With guidance and support from adults, adds **few** details to strengthen writing by responding to questions and suggestions from peers. (W.K.5) | * With guidance and support from adults, **does not** add details to strengthen writing by responding to questions and suggestions from peers. (W.K.5) |
| * With guidance and support from adults, recalls **sufficient** information from experiences or gather information from provided sources to answer a question. (W.K.8) | * With guidance and support from adults, recalls **some** information from experience or gathers some information from provided sources to answer a question. (W.K.8) | * With guidance and support from adults, recalls **little** information from experience or gathers little information from provided sources to answer a question. (W.K.8) | * With guidance and support from adults, **does not** recall information or gather information from provided sources to answer a question. (W.K.8) |
| * Describes familiar people, places, things, and events and, with prompting and support, provides **clear** details. (SL.K.4) | * Describes familiar people, places, things, and events and, with prompting and support, provides **adequate** details. (SL.K.4) | * Describes familiar people, places, things, and events and, with prompting and support, provides **minimal** details. (SL.K. 4) | * With prompting and support, **does not** describe familiar people, places, things, or events or provide details. (SL.K. 4) |
| **Style** | * **Often** uses words and phrases acquired through conversations, reading and being read to. (L.K.6) | * **Occasionally** uses words and phrases acquired through conversations, reading and being read to. (L.K.6) | * **Rarely** uses words and phrases acquired through conversations, reading and being read to. (L.K.6) | * **Does not** use words and phrases acquired through conversations, reading and being read to. (L.K.6) |
| **Conventions** | * Demonstrates **strong** command of conventions of Standard English grammar when writing by using frequently occurring nouns, verbs and prepositions. (L.K.1b,e) | * Demonstrates **adequate** command of conventions of Standard English grammar when writing by using frequently occurring nouns, verbs and prepositions. (L.K.1b,e) | * Demonstrates **weak** command of conventions of Standard English grammar when writing by using frequently occurring nouns, verbs and prepositions. (L.K.1b,e) | * Demonstrates **no** command of conventions of Standard English grammar when writing by using frequently occurring nouns, verbs and prepositions. (L.K.1b,e) |
| * Demonstrates **strong** command of the conventions of Standard English in capitalization, punctuation and spelling. (L.K.2a,c,d) | * Demonstrates **adequate** command of the conventions of Standard English in capitalization, punctuation and spelling. (L.K.2a,c,d) | * Demonstrates **weak** command of the conventions of Standard English in capitalization, punctuation and spelling. (L.K.2a,c,d) | * Demonstrates **no** command of the conventions of Standard English in capitalization, punctuation and spelling. (L.K.2a,c,d) |