

# Common Core Standards-based Developmental Writing Portfolios

Gathering and analyzing progress with writing over time through the use of a portfolio is a time-honored tradition in the teaching of writing. We've created this CCSS document in order for you to do just that. Here's how to use the forms:

1. Duplicate either one or both forms as indicated by the grade level you teach and the range of writers in your classroom. For example, if you teach third grade, but have students writing from a first to a fourth grade writing level, you will need both forms. If you teach first and range from K-leveled to 2nd grade leveled writers, the K-2 form will suffice.
2. Glue these forms to the outside of a file folder.
3. Periodically gather a writing sample from your students. You'll want to attach one of our writing rubrics to show what performance level that sample illustrates for that student as well as indicate the level of guidance and support offered as the student was writing.
4. On the outside of the folder on the portfolio form, use a colored highlighter to highlight skills mastered as evidenced by the writing sample. You'll also want to use teacher judgment and daily observation to back up your checking off of standards. Check one off if the sample indicates that progress as well as somewhat consistent use of that skill in daily writing.
5. As a school team, choose a different color of highlighter for each trimester so that you can see growth patterns over time for each student.
6. You may also want to add post-its, or notes about writing conferences with the student or goals you've discussed into the folder to make a complete record of their progress with writing and your individualized support for that student.

| INFORMATIVE/EXPLANATORY WRITING RUBRIC<br>California Common Core Standards Based - THIRD GRADE |   |   |  |  |
|--|---|---|--|--|
| Level  | WRITING   | ORGANIZATION and FOCUS  | LANGUAGE CONVENTIONS   | with guidance and support from adults  |
| 4<br>Exceeds   | <ul style="list-style-type: none"> <li>Meets Level 3</li> <li>Supports with several facts and details</li> <li>Uses any combination of definitions, illustrations, pictures, graphs, or charts to enhance topic</li> </ul>  | <ul style="list-style-type: none"> <li>Meets Level 3</li> <li>Paper is well-developed with smooth transitions and interrelations</li> </ul>   | <ul style="list-style-type: none"> <li>Meets Level 3</li> <li>Uses coordinating conjunctions (and, but, or, yet, nor, so)</li> <li>Uses commas in direct quotations, and apostrophes in possessive case of nouns and in contractions when appropriate</li> <li>Uses underlining, quotation marks or italics to identify titles of documents when appropriate</li> <li>Capitalizes names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations when appropriate</li> <li>Consults reference materials, as needed to check and correct spelling (CCC L 2.7)</li> </ul>   | <ul style="list-style-type: none"> <li>Level of guidance and support from adults before writing:</li> <li>Check off what was done before the student wrote the piece below:</li> <li>Discussion</li> <li>Read aloud or shared reading</li> </ul> |
| 3<br>Focus   | <ul style="list-style-type: none"> <li>Begins paper with a clear and interesting topic sentence that introduces the topic (CCC W 2b)</li> <li>Groups related information together (CCC W 1a)</li> <li>Supports with facts, details, definitions, and illustrations when useful to adding comprehension (CCC W 2a2b)</li> <li>Uses linking words and phrases such as <i>also</i>, <i>another</i>, <i>and</i>, <i>more</i>, <i>but</i>, <i>in addition</i>, etc. to connect ideas within categories of information (CCC W 2c)</li> <li>Uses sources such as print and internet to gather information about the topic</li> <li>Takes notes and shares information in own words</li> <li>Provides a concluding statement or section (CCC W 2d)</li> </ul> | <ul style="list-style-type: none"> <li>Includes well-developed supporting facts and details</li> <li>Uses transition words to move the reader from one point to the next</li> <li>Clearly planned writing with graphic organizer such as elements and/or rough draft</li> <li>Document's text and layout</li> </ul> | <ul style="list-style-type: none"> <li>Uses a variation of simple, compound, and complex sentences (CCC L 3)</li> <li>Uses subject/verb agreement, pronouns, adjectives, compound words, and adverbs correctly</li> <li>Uses past, present, and future verb tenses correctly (CCC L 1g)</li> <li>Uses commas in dates, locations, and addresses, name in a series, and quotations in dialogue correctly (CCC L 2 b-c)</li> <li>Capitalizes geographic names, holidays, historical events, and titles of stories (CCC L 2a) correctly</li> <li>Spells one-syllable words that have blends, consonants, compounds, infographic patterns (doubling consonants, change /y to /i/), and common homophones correctly most of the time</li> <li>Forms and uses possessives correctly, when applicable (CCC L 2d)</li> </ul> | <ul style="list-style-type: none"> <li>Drawing</li> <li>Vocabulary word bank</li> <li>Shared or interactive writing</li> <li>Graphic organizer</li> <li>Language frames</li> </ul>   |
| 2<br>Almost Focused  | <ul style="list-style-type: none"> <li>Describes some aspects of topic, but topic sentence may be unclear</li> <li>Includes few facts &amp; details for focus</li> <li>Draws information from one source</li> <li>Minimal notes</li> </ul>  | <ul style="list-style-type: none"> <li>Includes simple supporting details that follow a logical order</li> <li>Rough draft or graphic organizer is incomplete</li> </ul>  | <ul style="list-style-type: none"> <li>Writes mostly simple sentences with correct punctuation</li> <li>Some correct use of subject/verb agreement, pronouns, adjectives, compound words, and adverbs</li> <li>Some correct use of past, present and future verb tenses</li> <li>Some correct use of punctuation, commas and capitalization</li> <li>Many spelling errors</li> </ul>   |  |
| 1<br>Does Not Meet   | <ul style="list-style-type: none"> <li>Limited information on topic</li> <li>Includes little to no facts for focus</li> <li>No outside sources</li> </ul>   | <ul style="list-style-type: none"> <li>Disorganized ideas</li> <li>No evidence of rough draft or graphic organizer</li> </ul>   | <ul style="list-style-type: none"> <li>Writes incomplete sentences</li> <li>No subject/verb agreement or usage of pronouns, adjectives, compound words and articles</li> <li>Incorrect use of past, present, and future verb tenses</li> <li>Uses no punctuation, commas and capitalization</li> <li>Poor spelling</li> </ul>  |  |

\*The California Common Core Standards for Writing are available on our website, [khanedwriting.com](http://khanedwriting.com) under Common Core.

**Level 2 Anchor Paper**

Saving Water

Water is rely important. Everyone needs water to live. I learn that peple use about 100 gallons a day of water. Peple use water to drink and wash and water ther gardens. When I was little I like to play in the water. I'm going to ask my mom to save water.

- Weak topic sentence
- Few facts
- Simple details
- Simple sentences
- Some verb errors
- Some spelling errors

**Level 3 Anchor Paper**

Life's most precious resource is water. People can't survive without water to drink, wash, and irrigate the plants that become our food. People use about 100 gallons a day just in their homes. We need even more than that to grow crops!

However, many people don't have enough water to live. They live in parts of the world with droughts, or not enough rain. They also sometimes live where the water has been polluted and it makes them sick if they drink it. We all need to work together to save water so that everyone on earth can have the water they depend on to survive!

- Topic sentence is clear
- Facts and definitions
- Transition words
- Ideas are grouped into two paragraphs
- Concluding statement
- Sentence variety: simple and compound