

## Grade 3 Narrative Performance Task Full Writes

The following third grade narrative rubrics and baseline set are used to anchor the scoring of student responses to narrative tasks at grade 3. Each student response is scored for three traits: organization/purpose (4 points possible), development/elaboration (4 points possible), and conventions (2 points possible).

		Organization/Purpose Grade 3 Narrative Description
Organization/Purpose	4	<p><b>The organization of the narrative, real or imagined, is fully sustained and the focus is clear and maintained throughout:</b></p> <ul style="list-style-type: none"> <li>• an effective plot helps to create a sense of unity and completeness</li> <li>• effectively establishes a setting, narrator/characters, and/or point of view*</li> <li>• consistent use of a variety of transitional strategies to clarify the relationships between and among ideas; strong connection between and among ideas</li> <li>• natural, logical sequence of events from beginning to end</li> <li>• effective opening and closure for audience and purpose</li> </ul>
	3	<p><b>The organization of the narrative, real or imagined, is adequately sustained, and the focus is adequate and generally maintained:</b></p> <ul style="list-style-type: none"> <li>• an evident plot helps to create a sense of unity and completeness, though there may be minor flaws and some ideas may be loosely connected</li> <li>• adequately establishes a setting, narrator/characters, and/or point of view*</li> <li>• adequate use of a variety of transitional strategies to clarify the relationships between and among ideas</li> <li>• adequate sequence of events from beginning to end</li> <li>• adequate opening and closure for audience and purpose</li> </ul>
	2	<p><b>The organization of the narrative, real or imagined, is somewhat sustained and may have an uneven focus:</b></p> <ul style="list-style-type: none"> <li>• there may be an inconsistent plot, and/or flaws may be evident</li> <li>• unevenly or minimally establishes a setting, narrator/characters, and/or point of view*</li> <li>• uneven use of appropriate transitional strategies and/or little variety</li> <li>• weak or uneven sequence of events</li> <li>• opening and closure, if present, are weak</li> </ul>
	1	<p><b>The organization of the narrative, real or imagined, may be maintained but may provide little or no focus:</b></p> <ul style="list-style-type: none"> <li>• there is little or no discernible plot or there may just be a series of events</li> <li>• may be brief or there is little to no attempt to establish a setting, narrator/characters, and/or point of view*</li> <li>• few or no appropriate transitional strategies may be evident and may cause confusion</li> <li>• little or no organization of an event sequence; frequent extraneous ideas and/or a major drift may be evident</li> <li>• opening and/or closure may be missing or unsatisfactory</li> </ul>
	NS	<ul style="list-style-type: none"> <li>• Insufficient (includes copied text)</li> <li>• In a language other than English</li> <li>• Off-topic</li> <li>• Off-purpose</li> </ul>

\*point of view begins at grade 7

	Score	Development/Elaboration Grade 3 Narrative Description
Development/Elaboration	4	<p><b>The narrative, real or imagined, provides thorough, effective elaboration using relevant details, dialogue, and/or description:</b></p> <ul style="list-style-type: none"> <li>experiences, characters, setting and/or events are clearly developed</li> <li>connections to source materials may enhance the narrative</li> <li>effective use of a variety of narrative techniques that advance the story or illustrate the experience</li> <li>effective use of sensory, concrete, and figurative language that clearly advances the purpose</li> <li>effective, appropriate style enhances the narration</li> </ul>
	3	<p><b>The narrative, real or imagined, provides adequate elaboration using details, dialogue, and/or description:</b></p> <ul style="list-style-type: none"> <li>experiences, characters, setting, and/or events are adequately developed</li> <li>connections to source materials may contribute to the narrative</li> <li>adequate use of a variety of narrative techniques that generally advance the story or illustrate the experience</li> <li>adequate use of sensory, concrete, and figurative language that generally advances the purpose</li> <li>generally appropriate style is evident</li> </ul>
	2	<p><b>The narrative, real or imagined, provides uneven, cursory elaboration using partial and uneven details, dialogue, and/or description:</b></p> <ul style="list-style-type: none"> <li>experiences, characters, setting, and/or events are unevenly developed</li> <li>connections to source materials may be ineffective, awkward, or vague but do not interfere with the narrative</li> <li>narrative techniques are uneven and inconsistent</li> <li>partial or weak use of sensory, concrete, and figurative language that may not advance the purpose</li> <li>inconsistent or weak attempt to create appropriate style</li> </ul>
	1	<p><b>The narrative, real or imagined, provides minimal elaboration using few or no details, dialogue, and/or description:</b></p> <ul style="list-style-type: none"> <li>experiences, characters, setting, and/or events may be vague, lack clarity, or confusing</li> <li>connections to source materials, if evident, may detract from the narrative</li> <li>use of narrative techniques may be minimal, absent, incorrect, or irrelevant</li> <li>may have little or no use of sensory, concrete, or figurative language; language does not advance and may interfere with the purpose</li> <li>little or no evidence of appropriate style</li> </ul>
	NS	<ul style="list-style-type: none"> <li>Insufficient (includes copied text)</li> <li>In a language other than English</li> <li>Off-topic</li> <li>Off-purpose</li> </ul>

	Score	Conventions Grade 3 Narrative Description
<b>Conventions</b>	<b>2</b>	<p><b>The response demonstrates an adequate command of conventions:</b></p> <ul style="list-style-type: none"> <li>adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling</li> </ul>
	<b>1</b>	<p><b>The response demonstrates a partial command of conventions:</b></p> <ul style="list-style-type: none"> <li>limited use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling</li> </ul>
	<b>0</b>	<p><b>The response demonstrates little or no command of conventions:</b></p> <ul style="list-style-type: none"> <li>infrequent use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling</li> </ul>
	<b>NS</b>	<ul style="list-style-type: none"> <li>Insufficient (includes copied text)</li> <li>In a language other than English</li> <li>Off-topic</li> <li>Off-purpose</li> </ul>

Conventions are scored holistically per grade-level CCSS expectations considering the following guidelines:

- **Variety:** A range of errors includes sentence formation, punctuation, capitalization, grammar usage, and spelling
- **Severity:** Basic errors are more heavily weighted than higher-level errors.
- **Density:** The proportion of errors to the amount of writing done well. This includes the ratio of errors to the length of the piece.

Appendix A provides the grade-level convention charts used during scoring.

## Grade 6 Explanatory Performance Task Full Writes

The following sixth grade explanatory rubrics and baseline anchor set are used to anchor the scoring of student responses written to explanatory tasks at grade 6. Each scoring sample is scored for three traits: organization/purpose (4 points possible), evidence/elaboration (4 points possible), and conventions (2 points possible).

	Score	Organization/Purpose Grade 6 Explanatory Description
<b>Organization/Purpose</b>	<b>4</b>	<p><b>The response has a clear and effective organizational structure, creating a sense of unity and completeness. The organization is fully sustained between and within paragraphs. The response is consistently and purposefully focused:</b></p> <ul style="list-style-type: none"> <li>• thesis/controlling idea of a topic is clearly communicated, and the focus is strongly maintained for the purpose and audience</li> <li>• consistent use of a variety of transitional strategies to clarify the relationships between and among ideas</li> <li>• effective introduction and conclusion</li> <li>• logical progression of ideas from beginning to end; strong connections between and among ideas with some syntactic variety</li> </ul>
	<b>3</b>	<p><b>The response has an evident organizational structure and a sense of completeness. Though there may be minor flaws, they do not interfere with the overall coherence. The organization is adequately sustained between and within paragraphs. The response is generally focused:</b></p> <ul style="list-style-type: none"> <li>• thesis/controlling idea of a topic is clear, and the focus is mostly maintained for the purpose and audience</li> <li>• adequate use of transitional strategies with some variety to clarify the relationships between and among ideas</li> <li>• adequate introduction and conclusion</li> <li>• adequate progression of ideas from beginning to end; adequate connections between and among ideas</li> </ul>
	<b>2</b>	<p><b>The response has an inconsistent organizational structure. Some flaws are evident, and some ideas may be loosely connected. The organization is somewhat sustained between and within paragraphs. The response may have a minor drift in focus:</b></p> <ul style="list-style-type: none"> <li>• thesis/controlling idea of a topic may be somewhat unclear, or the focus may be insufficiently sustained for the purpose and/or audience</li> <li>• inconsistent use of transitional strategies and/or little variety</li> <li>• introduction or conclusion, if present, may be weak</li> <li>• uneven progression of ideas from beginning to end; and/or formulaic; inconsistent or unclear connections between and among ideas</li> </ul>
	<b>1</b>	<p><b>The response has little or no discernible organizational structure. The response may be related to the topic but may provide little or no focus:</b></p> <ul style="list-style-type: none"> <li>• thesis/controlling idea may be confusing or ambiguous; response may be too brief or the focus may drift from the purpose and/or audience</li> <li>• few or no transitional strategies are evident</li> <li>• introduction and/or conclusion may be missing</li> <li>• frequent extraneous ideas may be evident; ideas may be randomly ordered or have an unclear progression</li> </ul>
	<b>NS</b>	<ul style="list-style-type: none"> <li>• Insufficient (includes copied text)</li> <li>• In a language other than English</li> </ul>

	<ul style="list-style-type: none"> <li>• Off-topic</li> <li>• Off-purpose</li> </ul>
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	Score	Evidence/Elaboration Grade 6 Explanatory Description
<b>Evidence/Elaboration</b>	<b>4</b>	<p><b>The response provides thorough elaboration of the support/evidence for the thesis/controlling idea that includes the effective use of source material. The response clearly and effectively develops ideas, using precise language:</b></p> <ul style="list-style-type: none"> <li>• comprehensive evidence (facts and details) from the source material is integrated, relevant, and specific</li> <li>• clear citations or attribution to source material</li> <li>• effective use of a variety of elaborative techniques*</li> <li>• vocabulary is clearly appropriate for the audience and purpose</li> <li>• effective, appropriate style enhances content</li> </ul>
	<b>3</b>	<p><b>The response provides adequate elaboration of the support/evidence for the thesis/controlling idea that includes the use of source material. The response adequately develops ideas, employing a mix of precise and more general language:</b></p> <ul style="list-style-type: none"> <li>• adequate evidence (facts and details) from the source material is integrated and relevant, yet may be general</li> <li>• adequate use of citations or attribution to source material</li> <li>• adequate use of some elaborative techniques*</li> <li>• vocabulary is generally appropriate for the audience and purpose</li> <li>• generally appropriate style is evident</li> </ul>
	<b>2</b>	<p><b>The response provides uneven, cursory elaboration of the support/evidence for the thesis/controlling idea that includes uneven or limited use of source material. The response develops ideas unevenly, using simplistic language:</b></p> <ul style="list-style-type: none"> <li>• some evidence (facts and details) from the source material may be weakly integrated, imprecise, repetitive, vague, and/or copied</li> <li>• weak use of citations or attribution to source material</li> <li>• weak or uneven use of elaborative techniques*; development may consist primarily of source summary</li> <li>• vocabulary use is uneven or somewhat ineffective for the audience and purpose</li> <li>• inconsistent or weak attempt to create appropriate style</li> </ul>
	<b>1</b>	<p><b>The response provides minimal elaboration of the support/evidence for the thesis/controlling idea that includes little or no use of source material. The response is vague, lacks clarity, or is confusing:</b></p> <ul style="list-style-type: none"> <li>• evidence (facts and details) from the source material is minimal, irrelevant, absent, incorrectly used, or predominantly copied</li> <li>• insufficient use of citations or attribution to source material</li> <li>• minimal, if any, use of elaborative techniques*</li> <li>• vocabulary is limited or ineffective for the audience and purpose</li> <li>• little or no evidence of appropriate style</li> </ul>
	<b>NS</b>	<ul style="list-style-type: none"> <li>• Insufficient (includes copied text)</li> <li>• In a language other than English</li> <li>• Off-topic</li> <li>• Off-purpose</li> </ul>

\*Elaborative techniques may include the use of personal experiences that support the controlling idea.

	Score	Conventions Grade 6 Explanatory Description
<b>Conventions</b>	<b>2</b>	<p><b>The response demonstrates an adequate command of conventions:</b></p> <ul style="list-style-type: none"> <li>adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling</li> </ul>
	<b>1</b>	<p><b>The response demonstrates a partial command of conventions:</b></p> <ul style="list-style-type: none"> <li>limited use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling</li> </ul>
	<b>0</b>	<p><b>The response demonstrates little or no command of conventions:</b></p> <ul style="list-style-type: none"> <li>infrequent use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling</li> </ul>
	<b>NS</b>	<ul style="list-style-type: none"> <li>Insufficient (includes copied text)</li> <li>In a language other than English</li> <li>Off-topic</li> <li>Off-purpose</li> </ul>

Conventions are scored holistically per grade-level CCSS expectations considering the following guidelines:

- **Variety:** A range of errors includes sentence formation, punctuation, capitalization, grammar usage, and spelling.
- **Severity:** Basic errors are more heavily weighted than higher-level errors.
- **Density:** The proportion of errors to the amount of writing done well. This includes the ratio of errors to the length of the piece.

Appendix A provides the grade-level convention charts used during scoring.

## Grade 11 Argumentative Performance Task Full Writes

The following eleventh-grade argumentative rubrics and baseline set are used to anchor the scoring of student responses written to argumentative tasks at grade 11. Each scoring sample is scored for three traits: organization/purpose (4 points possible), evidence/elaboration (4 points possible), and conventions (2 points possible).

	Score	Organization/Purpose Grade 11 Argumentative Description
<b>Organization/Purpose</b>	<b>4</b>	<p><b>The response has a clear and effective organizational structure, creating a sense of unity and completeness. The organization is fully sustained between and within paragraphs. The response is consistently and purposefully focused:</b></p> <ul style="list-style-type: none"> <li>• claim is introduced, clearly communicated, and the focus is strongly maintained for the purpose and audience</li> <li>• consistent use of a variety of transitional strategies to clarify the relationships between and among ideas</li> <li>• effective introduction and conclusion</li> <li>• logical progression of ideas from beginning to end; strong connections between and among ideas with some syntactic variety</li> <li>• alternate and opposing argument(s) are clearly acknowledged or addressed*</li> </ul>
	<b>3</b>	<p><b>The response has an evident organizational structure and a sense of completeness. Though there may be minor flaws, they do not interfere with the overall coherence. The organization is adequately sustained between and within paragraphs. The response is generally focused:</b></p> <ul style="list-style-type: none"> <li>• claim is clear, and the focus is mostly maintained for the purpose and audience</li> <li>• adequate use of transitional strategies with some variety to clarify relationships between and among ideas</li> <li>• adequate introduction and conclusion</li> <li>• adequate progression of ideas from beginning to end; adequate connections between and among ideas</li> <li>• alternate and opposing argument(s) are adequately acknowledged or addressed*</li> </ul>
	<b>2</b>	<p><b>The response has an inconsistent organizational structure. Some flaws are evident, and some ideas may be loosely connected. The organization is somewhat sustained between and within paragraphs. The response may have a minor drift in focus:</b></p> <ul style="list-style-type: none"> <li>• claim may be somewhat unclear, or the focus may be insufficiently sustained for the purpose and/or audience</li> <li>• inconsistent use of transitional strategies and/or little variety</li> <li>• introduction or conclusion, if present, may be weak</li> <li>• uneven progression of ideas from beginning to end; and/or formulaic; inconsistent or unclear connections among ideas</li> <li>• alternate and opposing argument(s) may be confusing or not acknowledged *</li> </ul>
	<b>1</b>	<p><b>The response has little or no discernible organizational structure. The response may be related to the claim but may provide little or no focus:</b></p> <ul style="list-style-type: none"> <li>• claim may be confusing or ambiguous; response may be too brief or the focus may drift from the purpose and/or audience</li> <li>• few or no transitional strategies are evident</li> <li>• introduction and/or conclusion may be missing</li> <li>• frequent extraneous ideas may be evident; ideas may be randomly ordered or have unclear progression</li> <li>• alternate and opposing argument(s) may not be acknowledged *</li> </ul>

	<b>NS</b>	<ul style="list-style-type: none"> <li>• Insufficient (includes copied text)</li> <li>• In a language other than English</li> <li>• Off-topic</li> <li>• Off-purpose</li> </ul>
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\*Acknowledging and/or addressing the opposing point of view begins at grade 7.

	Score	Evidence/Elaboration Grade 11 Argumentative Description
<b>Evidence/Elaboration</b>	<b>4</b>	<p><b>The response provides thorough and convincing elaboration of the support/evidence for the claim and argument(s) including reasoned, in-depth analysis and the effective use of source material. The response clearly and effectively develops ideas, using precise language:</b></p> <ul style="list-style-type: none"> <li>• comprehensive evidence (facts and details) from the source material is integrated, relevant, and specific</li> <li>• clear citations or attribution to source material</li> <li>• effective use of a variety of elaborative techniques*</li> <li>• vocabulary is clearly appropriate for the audience and purpose</li> <li>• effective, appropriate style enhances content</li> </ul>
	<b>3</b>	<p><b>The response provides adequate elaboration of the support/evidence for the claim and argument(s) that includes reasoned analysis and the use of source material. The response adequately develops ideas, employing a mix of precise with more general language:</b></p> <ul style="list-style-type: none"> <li>• adequate evidence (facts and details) from the source material is integrated and relevant, yet may be general</li> <li>• adequate use of citations or attribution to source material</li> <li>• adequate use of some elaborative techniques*</li> <li>• vocabulary is generally appropriate for the audience and purpose</li> <li>• generally appropriate style is evident</li> </ul>
	<b>2</b>	<p><b>The response provides uneven, cursory elaboration of the support/evidence for the claim and argument(s) that includes some reasoned analysis and partial or uneven use of source material. The response develops ideas unevenly, using simplistic language:</b></p> <ul style="list-style-type: none"> <li>• some evidence (facts and details) from the source material may be weakly integrated, imprecise, repetitive, vague, and/or copied</li> <li>• weak use of citations or attribution to source material</li> <li>• weak or uneven use of elaborative techniques*; development may consist primarily of source summary or may rely on emotional appeal</li> <li>• vocabulary use is uneven or somewhat ineffective for the audience and purpose</li> <li>• inconsistent or weak attempt to create appropriate style</li> </ul>
	<b>1</b>	<p><b>The response provides minimal elaboration of the support/evidence for the claim and argument(s) that includes little or no use of source material. The response is vague, lacks clarity, or is confusing:</b></p> <ul style="list-style-type: none"> <li>• evidence (facts and details) from the source material is minimal, irrelevant, absent, incorrectly used, or predominantly copied</li> <li>• insufficient use of citations or attribution to source material</li> <li>• minimal, if any, use of elaborative techniques*; emotional appeal may dominate</li> <li>• vocabulary is limited or ineffective for the audience and purpose</li> <li>• little or no evidence of appropriate style</li> </ul>

	<b>NS</b>	<ul style="list-style-type: none"> <li>• Insufficient (includes copied text)</li> <li>• In a language other than English</li> <li>• Off-topic</li> <li>• Off-purpose</li> </ul>
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\*Elaborative techniques may include the use of personal experiences that support the argument(s).

	Score	Conventions Grade 11 Argumentative Description
<b>Conventions</b>	<b>2</b>	<p><b>The response demonstrates an adequate command of conventions:</b></p> <ul style="list-style-type: none"> <li>• adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling</li> </ul>
	<b>1</b>	<p><b>The response demonstrates a partial command of conventions:</b></p> <ul style="list-style-type: none"> <li>• limited use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling</li> </ul>
	<b>0</b>	<p><b>The response demonstrates little or no command of conventions:</b></p> <ul style="list-style-type: none"> <li>• infrequent use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling</li> </ul>
	<b>NS</b>	<ul style="list-style-type: none"> <li>• Insufficient (includes copied text)</li> <li>• In a language other than English</li> <li>• Off-topic</li> <li>• Off-purpose</li> </ul>

Conventions are scored holistically per grade-level CCSS expectations considering the following guidelines:

- **Variety:** A range of errors includes sentence formation, punctuation, capitalization, grammar usage, and spelling
- **Severity:** Basic errors are more heavily weighted than higher-level errors.
- **Density:** The proportion of errors to the amount of writing done well. This includes the ratio of errors to the length of the piece.

Appendix A provides the grade-level convention charts used during scoring.

APPENDIX A: Convention Charts

CONVENTIONS

**Grade K-1**

Spelling	Capitalization	Punctuation	Grammar Usage	Sentence Completion
<ul style="list-style-type: none"> <li>Use regular plural nouns correctly by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</li> <li>Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</li> </ul>	<b>Capitalize</b> <ul style="list-style-type: none"> <li>first word in sentence</li> <li>the pronoun I</li> <li>names of people</li> <li>days of the week</li> <li>months of the year</li> </ul>	<ul style="list-style-type: none"> <li>Use end punctuation for sentences.</li> </ul> Use commas - <ul style="list-style-type: none"> <li>in dates</li> <li>to separate single words in a series.</li> </ul>	<b>Nouns:</b> <ul style="list-style-type: none"> <li>Correctly use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</li> </ul> <b>Verbs:</b> <ul style="list-style-type: none"> <li>Correctly use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</li> </ul> <b>Pronouns:</b> <ul style="list-style-type: none"> <li>Correctly use common personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).</li> </ul> <b>Determiners:</b> <ul style="list-style-type: none"> <li>Correctly use determiners (e.g., articles, demonstratives).</li> </ul> <b>Conjunctions:</b> <ul style="list-style-type: none"> <li>Correctly use frequently occurring conjunctions (e.g., and, so, but, so, because)</li> </ul>	NA

**Grade 2**

Spelling	Capitalization	Punctuation	Grammar Usage	Sentence Completion
<ul style="list-style-type: none"> <li>Spells words at grade level and below correctly.</li> </ul>	<b>Capitalize</b> <ul style="list-style-type: none"> <li>holidays</li> <li>product names</li> <li>geographic names</li> <li>greetings and closings</li> </ul>	Use commas <ul style="list-style-type: none"> <li>in greetings and closings of letters.</li> </ul> Use an apostrophe <ul style="list-style-type: none"> <li>to form contractions</li> <li>in [frequently occurring] possessives.</li> </ul>	<b>Nouns:</b> <ul style="list-style-type: none"> <li>Correctly use collective nouns (e.g., group).</li> <li>Correctly use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</li> </ul> <b>Verbs:</b> <ul style="list-style-type: none"> <li>Correctly use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</li> </ul> <b>Pronouns:</b> <ul style="list-style-type: none"> <li>Correctly use reflexive pronouns (e.g., myself, ourselves).</li> </ul>	NA

*Smarter Balanced – Conventions Chart – April, 2014*

Students are expected to demonstrate grade-level skills in conventions as specified in the CCSS as well as those specified for earlier grades.

## Conventions

### Grade 3

Spelling	Capitalization	Punctuation	Grammar Usage	Sentence Completeness
<p>Correctly spell -</p> <ul style="list-style-type: none"> <li>• plurals (e.g., cat to cats, glass to glasses, carry to carries).</li> <li>• words at grade level and below (adding suffixes to bases; using spelling patterns and generalizations)</li> </ul>	<p>Capitalize -</p> <ul style="list-style-type: none"> <li>• person's title (e.g., President Smith vs. the president)</li> <li>• titles of books</li> </ul>	<p>Commas:</p> <ul style="list-style-type: none"> <li>• in complete address (e.g., 12345 67th Ave., Spokane, WA).</li> <li>• Use commas and quotation marks in dialogue</li> </ul> <p>Apostrophe:</p> <ul style="list-style-type: none"> <li>• in possessive nouns (e.g., the dog's house, the dogs' houses).</li> </ul>	<p>Nouns:</p> <ul style="list-style-type: none"> <li>• Correctly use regular and irregular plural nouns.</li> <li>• Correctly use abstract nouns (e.g., childhood)</li> </ul> <p>Verbs:</p> <ul style="list-style-type: none"> <li>• Correctly use regular and irregular verbs</li> <li>• Correctly use simple verb tenses (e.g., I walked; I walk; I will walk)</li> </ul> <p>Adjectives/Adverbs:</p> <ul style="list-style-type: none"> <li>• Correctly use comparative and superlative adjectives and adverbs</li> </ul> <p>Agreement:</p> <ul style="list-style-type: none"> <li>• Correctly use pronouns that match a [close] antecedent* (<i>The boy walked his dog</i>)</li> <li>• Correctly use subject verb agreement* (<i>He has...; They have....</i>)</li> </ul> <p>Conjunctions:</p> <ul style="list-style-type: none"> <li>• Correctly use coordinate (e.g., and, but) and subordinate conjunctions (e.g., because)</li> </ul>	<ul style="list-style-type: none"> <li>• Avoid "fused" (e.g., run together, comma splices) sentences (e.g., They went to the store they bought groceries.)*</li> </ul>

\* as appropriate for grade level

*Smarter Balanced – Conventions Chart – April, 2014*

\* Students are expected to demonstrate grade-level skills in conventions as specified in the CCSS as well as those specified for earlier grades.

### Grade 4

Spelling	Capitalization	Punctuation	Grammar Usage	Sentence Completeness
<ul style="list-style-type: none"> <li>Correctly spell words at grade level and below</li> </ul>	<ul style="list-style-type: none"> <li>Uses capitalization rules from the previous grades.</li> </ul>	<p><b>Commas:</b></p> <ul style="list-style-type: none"> <li>Use commas and quotation marks to mark direct speech and quotations from the text.</li> <li>Use a comma before a coordinating conjunction (and, but, for, [n]or, yet, so) in a compound sentence</li> </ul>	<p><b>Pronouns:</b></p> <ul style="list-style-type: none"> <li>Correctly use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).</li> </ul> <p><b>Verbs:</b></p> <ul style="list-style-type: none"> <li>Correctly use the progressive (<i>e.g., I was walking; I am walking; I will be walking</i>) verb tenses.</li> <li>Correctly use modal auxiliaries (<i>can, may, must</i>) to convey various conditions.</li> </ul> <p><b>Adjectives:</b></p> <ul style="list-style-type: none"> <li>Use conventional patterns to order adjectives within sentences (<i>e.g., a small red bag, not a red small bag</i>).</li> </ul> <p><b>Agreement:</b></p> <ul style="list-style-type: none"> <li>Pronouns and antecedents agree (<i>He brought his dog to school; He and Gary brought their lunch</i>)</li> <li>Subjects and verbs agree (<i>My friend and I go to recess together; Sally goes to recess with her friends</i>)</li> </ul> <p><b>Frequently Confused Words:</b></p> <ul style="list-style-type: none"> <li>Use frequently confused words* correctly (<i>e.g., to, two, too; their, there, they're; it's, its; your, you're</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Avoid "fused" (<i>e.g., run together, comma splices</i>) sentences*</li> <li>Avoids sentence fragments* (<i>e.g., Going into town</i>).</li> <li>May use purposeful fragments such as "Not us." or in dialogue.</li> </ul>

\* as appropriate for grade level

*Smarter Balanced – Conventions Chart – April, 2014*

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## CONVENTIONS

### Grade 5

Spelling	Capitalization	Punctuation	Grammar Usage	Sentence Completeness
<ul style="list-style-type: none"> <li>• Correctly spell words at grade level and below</li> </ul>	<ul style="list-style-type: none"> <li>• Uses capitalization rules from the previous grades.</li> </ul>	<p><b>Commas:</b></p> <ul style="list-style-type: none"> <li>-Use punctuation to separate items in a series.</li> <li>-Use a comma to separate an introductory element from the rest of the sentence.</li> <li>-Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).</li> </ul>	<p><b>Verbs:</b></p> <ul style="list-style-type: none"> <li>• Correctly uses the perfect tense (e.g., <i>I had walked, I have walked; I will have walked</i>)</li> <li>• Uses verb tense to convey various times, sequences, states, and conditions.</li> <li>• Avoids inappropriate shifts in verb tense.*</li> </ul> <p><b>Conjunctions:</b></p> <p>Use correlative conjunction (e.g., <i>either/or, neither/nor</i>)</p> <p><b>Agreement:</b></p> <ul style="list-style-type: none"> <li>• Pronouns and antecedents agree (<i>He brought his dog to school; He and Gary brought their lunch</i>)</li> <li>• Subjects and verbs agree (<i>My friend and I go to recess together; Sally goes to recess with her friends</i>)</li> </ul> <p><b>Frequently Confused Words:</b></p> <ul style="list-style-type: none"> <li>• Uses frequently confused words* correctly</li> </ul>	<ul style="list-style-type: none"> <li>• Avoid "fused" sentences* (e.g., run together, comma splices)</li> <li>• Avoids sentence fragments* (e.g., <i>Going into town</i>).</li> <li>• May use purposeful fragments such as "Not us." or in dialogue.</li> </ul>

\* as appropriate for grade level

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## Grade 6

Spelling	Capitalization	Punctuation	Grammar Usage	Sentence Completion
<ul style="list-style-type: none"> <li>Spells words at grade level and below correctly.</li> </ul>	<ul style="list-style-type: none"> <li>Uses capitalization rules from the previous grades.</li> </ul>	Comma, parenthesis or dash <ul style="list-style-type: none"> <li>to set off nonrestrictive/parenthetical information (e.g., appositives, explanatory phrases/clauses such as <i>Batman, the famous caped crusader, battled the Joker; Our teacher, who loves cake, enjoyed the birthday party we threw her</i>)*</li> </ul>	<b>Pronouns:</b> <ul style="list-style-type: none"> <li>Correctly uses pronoun case (subject, object, possessive)</li> <li>Correctly uses intensive pronouns (e.g., myself, ourselves)</li> <li>Avoids inappropriate shifts in pronoun number and person*</li> <li>Avoids vague or ambiguous or unclear pronoun references*</li> </ul> <b>Verbs:</b> <ul style="list-style-type: none"> <li>Avoids inappropriate shifts in verb tense.*</li> </ul> <b>Agreement:</b> <ul style="list-style-type: none"> <li>Pronouns and antecedents agree (<i>Everybody wants his or her own book bag VS They all want their own book bags</i>)</li> <li>Subjects and verbs agree (<i>People who forget the words just hum the tune</i>)</li> </ul> <b>Frequently Confused Words:</b> <ul style="list-style-type: none"> <li>Uses frequently confused words* correctly</li> </ul>	<ul style="list-style-type: none"> <li>Avoids "fused" sentences*</li> <li>Avoids sentence fragments*</li> <li>May use purposeful fragments.</li> </ul>

\* as appropriate for grade level

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## Grade 7

Spelling	Capitalization	Punctuation	Grammar Usage	Sentence Completion
<ul style="list-style-type: none"> <li>Spells words at grade level and below correctly.</li> </ul>	<ul style="list-style-type: none"> <li>Uses capitalization rules from the previous grades</li> </ul>	<p><b>Comma:</b></p> <ul style="list-style-type: none"> <li>Uses a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old, green shirt.</i>)</li> </ul> <p>Comma, parenthesis or dash to set off nonrestrictive/parenthetical information* (e.g., appositives, explanatory phrases/clauses such as <i>Batman, the famous caped crusader, battled the Joker; Our teacher, who loves cake, enjoyed the birthday party we threw her</i>)</p>	<p><b>Phrases:</b></p> <ul style="list-style-type: none"> <li>Avoids misplaced or dangling modifiers</li> </ul> <p><b>Pronouns</b></p> <ul style="list-style-type: none"> <li>Avoids inappropriate shifts in pronoun number and person*</li> <li>Avoids vague or ambiguous or unclear pronoun references*</li> </ul> <p><b>Verbs:</b></p> <ul style="list-style-type: none"> <li>Avoids inappropriate shifts in verb tense*</li> </ul> <p><b>Agreement:</b></p> <ul style="list-style-type: none"> <li>Pronouns and antecedents agree (<i>Everybody wants <u>his or her</u> own book bag VS <u>They</u> all want <u>their</u> own book bags</i>)</li> <li>Subjects and verbs agree (<i><u>People</u> who forget the words just <u>hum</u> the tune</i>)</li> </ul> <p><b>Frequently Confused Words:</b></p> <ul style="list-style-type: none"> <li>Uses frequently confused words* correctly</li> </ul>	<ul style="list-style-type: none"> <li>Avoids “fused” sentences*</li> <li>Avoids sentence fragments*</li> <li>May use purposeful fragments.</li> </ul>

\* as appropriate for grade level

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## Grade 8

Spelling	Capitalization	Punctuation	Grammar Usage	Sentence Completion
<ul style="list-style-type: none"> <li>Spells words at grade level and below correctly.</li> </ul>	<ul style="list-style-type: none"> <li>Uses capitalization rules from the previous grades</li> </ul>	<p><b>Comma, Ellipsis, Dash:</b></p> <ul style="list-style-type: none"> <li>To indicate a pause or break</li> </ul> <p><b>Ellipsis (...):</b></p> <ul style="list-style-type: none"> <li>To show omitted words)</li> </ul> <p><b>Comma, parenthesis or dash to set off nonrestrictive/parenthetical information*</b></p>	<p><b>Verbs:</b></p> <ul style="list-style-type: none"> <li>Correctly uses verbs in the active and passive voice.</li> <li>Correctly uses verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</li> <li>Correctly uses consistent and appropriate voice and mood (e.g., passive vs. active voice; conditional and subjunctive)</li> <li>Avoids inappropriate shifts in verb tense*</li> </ul> <p><b>Pronouns:</b></p> <ul style="list-style-type: none"> <li>Avoids inappropriate shifts in pronoun number and person*</li> <li>Avoids vague or ambiguous or unclear pronoun references*</li> </ul> <p><b>Agreement:</b></p> <ul style="list-style-type: none"> <li>Pronouns and antecedents agree (<i>Everybody wants his or her own book bag VS They all want their own book bags</i>)</li> <li>Subjects and verbs agree (<i>People who forget the words just hum the tune</i>)</li> </ul> <p><b>Frequently Confused Words:</b></p> <ul style="list-style-type: none"> <li>Uses frequently confused words* correctly</li> </ul>	<ul style="list-style-type: none"> <li>Avoids “fused” sentences*</li> <li>Avoids sentence fragments*</li> <li>May use purposeful fragments.</li> </ul>

\* as appropriate for grade level

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## HIGH SCHOOL

Spelling	Capitalization	Punctuation	Grammar Usage	Sentence Completion
<ul style="list-style-type: none"> <li>Spells words that are at or up to two grades below grade level, including frequently misspelled words, correctly</li> </ul>	<ul style="list-style-type: none"> <li>Uses capitalization rules from the previous grades</li> </ul>	<p><b>Semicolons:</b></p> <ul style="list-style-type: none"> <li>Uses semi-colon between two independent clauses connected by a conjunctive adverb (e.g., I studied late into the night; consequently, I passed the test)</li> <li>Uses semi-colon between two independent clauses</li> </ul> <p><b>Colons:</b></p> <ul style="list-style-type: none"> <li>Uses a colon to introduce a list or quotation.</li> </ul> <p><b>Hyphens:</b></p> <ul style="list-style-type: none"> <li>Follows hyphenation conventions.</li> </ul> <p>Comma, parenthesis or dash to set off nonrestrictive/ parenthetical information*</p>	<p><b>Parallel Construction:</b></p> <ul style="list-style-type: none"> <li>with single words (e.g., verbs particularly in informational and technical writing ( ~ parallel: <i>A scientist observes, hypothesizes, and analyzes.</i> VS ~ not parallel: <i>A scientist observes, hypothesized, and analyzed</i>)</li> <li>with clauses ( ~ parallel: <i>The coach told the players they should get plenty of sleep, they should eat well, and they should do some warm-up exercises.</i> VS ~ not parallel: <i>The coach told the players they should get plenty of sleep, that they should eat well, and to do some warm up exercises</i>).</li> <li>with phrases (e.g., infinitive) ~parallel: <i>Jamillah likes to hike, swim, and ride a bicycle.</i> ~not parallel: <i>Jamillah likes to hike, to swim, and rides a bicycle</i>).</li> </ul> <p><b>Verbs:</b></p> <ul style="list-style-type: none"> <li>Avoids inappropriate shifts in verb tense*</li> </ul> <p><b>Pronouns:</b></p> <ul style="list-style-type: none"> <li>Avoids inappropriate shifts in pronoun number and person*</li> <li>Avoids vague or ambiguous or unclear pronoun references*</li> </ul> <p><b>Agreement:</b></p> <ul style="list-style-type: none"> <li>Pronouns and antecedents agree* (The teacher told each student to turn in his or her papers; The teacher told the students to turn in their papers)</li> <li>Subjects and verbs agree* (<i>Neither the coach nor the player is going to the banquet; <u>None of us</u> wants a second helping of pie; <u>None of the pie is</u> left</i>)</li> </ul> <p><b>Frequently Confused Words:</b></p> <ul style="list-style-type: none"> <li>Uses frequently confused words* correctly</li> </ul>	<ul style="list-style-type: none"> <li>Avoids "fused" sentences*</li> <li>Avoids sentence fragments*</li> <li>May use purposeful fragments.</li> </ul>

*Smarter Balanced – Conventions Chart – April, 2014*

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