

## TLI's Writing Domains Scoring Rubric

**Grade 1**

Domain and Features (All features within a domain are of equal importance.)	4 Consistent control of almost all the domain's features	3 Reasonable control of most of the domain's features	2 Inconsistent control of several of the domain's features	1 Little or no control of most of the domain's features
<b>CONTENT</b>	Domain includes focusing, structuring, and elaborating to create a product intended to be read			
Features: <b>Central idea</b> (W.4.1.2 ) <b>Elaboration</b> (W.4.1.8, W.4.1.13, W.4.1.4, W.7.1.1) <b>Organization</b> (W.4.1.9)	Tightly focused on one topic; Details support the central idea with even development; Introductory sentence and sense of closure	Clear focus on one topic; Details support the central idea with uneven development; Some introduction and sense of closure	Focus is sketchy; Few details--may be "listy" or repetitious; May lack introduction or closure	Unclear focus; Little or no elaboration; Lacks introduction and closure
<b>STYLE</b>	Domain includes purposefully shaping and controlling language to affect the reader			
Features: <b>Selected vocabulary</b> (W.4.1.10, W.7.1.4) <b>Selected information</b> (W.7.1.1) <b>Sentence variety</b> (W.6.1.1, W.6.1.2)	Varied grade level vocabulary purposefully chosen; Purposefully chosen information; Variety of well-constructed simple sentences with varied beginnings	Specific vocabulary with less variety; Basic information; Variety of properly constructed simple sentences with some repetition	Basic vocabulary; Lacks some expected information; Repetitious beginnings for basic sentence construction	Restricted vocabulary; Little information; Basic sentence construction
<b>SENTENCE FORMATION</b>	Domain reflects competently formed, appropriately mature sentences			
Features: <b>Completeness</b> (W.4.1.14) <b>Expansion through ... modifiers</b> (W.6.1.1, W.6.1.2, W.7.1.3)	Almost all sentences complete; Adjectives used for description	Most sentences complete; Some adjectives used	Few sentences complete; Little description present	Most sentences fragments; Description absent
<b>USAGE</b>	Domain reflects acceptable and effective word-level features			
Feature: <b>Agreement</b> (W.6.1.3)	Subject-verb agreement with grade-level words	Most sentences have subject-verb agreement with grade-level words	Obvious mistakes in agreement	Glaring agreement errors

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**Grade 1**

Domain and Features (All features within a domain are of equal importance.)	4	3	2	1
	Consistent control of almost all the domain's features	Reasonable control of most of the domain's features	Inconsistent control of several of the domain's features	Little or no control of most of the domain's features
<b>MECHANICS</b>	Domain includes symbols and devices for producing clear meaning			
Features: <b>Capitalization</b> (W.4.1.14, W.6.1.6, W.6.1.7) <b>Punctuation</b> (W.4.1.14, W.6.1.8) <b>Formatting</b> (W.6.1.9, W.6.1.10) <b>Spelling</b> (W.4.1.14, W.6.1.5)	Capitalization of first word of almost all sentences and proper names; Periods end almost all sentences; Lines and spaces used correctly with proper spacing between letters and words; Grade-level words spelled correctly	Capitalization of first word of most sentences and proper names; Periods end most sentences; Generally use of lines and spaces with good spacing between letters and words; Spells most grade-level words correctly	Capitalization of first word of some sentences and proper names; Lacks significant end punctuation; Difficulty using lines and spaces correctly and spacing between letters and words; Spelling errors on grade-level words	Capitalization errors throughout; Punctuation errors throughout; Misuse of spacing; Spelling errors throughout

## TLI's Writing Domains Scoring Rubric

Grade 2

Domain and Features (All features within a domain are of equal importance.)	4	3	2	1
	Consistent control of almost all the domain's features	Reasonable control of most of the domain's features	Inconsistent control of several of the domain's features	Little or no control of most of the domain's features
<b>CONTENT</b>	Domain includes focusing, structuring, and elaborating to create a product intended to be read			
Features: <b>Central idea</b> (W.4.2.4, W.4.2.5) <b>Elaboration</b> (W.4.2.6, W.4.2.8) <b>Unity</b> (W.4.2.9) <b>Organization</b> (W.4.2.2, W.4.2.4, W.4.2.5, W.6.2.4)	Tightly focused central idea evident throughout piece; Details support central idea with even development; Little digression; Evidence of planning including introductory sentence, clear progression between details, and a sense of closure	Clear central focus; Details support central idea with uneven development; Slight digression or confusion; Sense of planning including an introduction, some sequencing, and a sense of closure	Focus is sketchy; Few details for support; May consist of list or repetition; Little sense of a plan without clear introduction and/or closure	Unclear focus; Little or no elaboration; No sense of unity; No sense of an organizational plan with no real introduction or closure
<b>STYLE</b>	Domain includes purposefully shaping and controlling language to affect the reader			
Features: <b>Selected Vocabulary</b> (W.7.2.5) <b>Selected information</b> (W.4.2.6, W.4.2.9) <b>Sentence variety</b> (W.6.2.1, W.6.2.2, W.6.2.6)	Purposefully chosen, varied, and specific grade level vocabulary; Evidence of purposefully chosen information; Variety of well-constructed simple sentences, some with compound elements, and a variety of constructions and lengths--all four kinds if appropriate	Specific vocabulary chosen, but variety may not be present; Basic information included; Simple sentences with less variety, more repetition, and fewer compound elements--all four kinds if appropriate	Basic vocabulary used; Lacks some expected information; Sentences lack variety and may not follow correct format for kind	Restricted vocabulary evident; Information is sparse; Sentences are flat and lack variety
<b>SENTENCE FORMATION</b>	Domain reflects competently formed, appropriately mature sentences			
Features: <b>Completeness</b> (W.4.2.12) <b>Expansion through coordination and modifiers</b> (W.6.2.5)	Almost all sentences complete; Compound elements and adjectives are common	Most sentences complete; Some compound elements and adjectives present	Few sentences complete; Few efforts to combine or describe elements	Most sentences fragments; Little expansion of sentences

## TLI's Writing Domains Scoring Rubric

Grade 2

Domain and Features (All features within a domain are of equal importance.)	4	3	2	1
<b>USAGE</b>	Domain reflects acceptable and effective word-level features			
Features: <b>Standard inflections</b> (W.6.2.3) <b>Agreement</b> (carried over from Grade 1)	Singular/plural pronouns used appropriately; Subject-verb agreement with grade-level words	Singular/plural pronouns generally used correctly; Subjects and verbs generally agree	Obvious mistakes in pronoun usage; Obvious mistakes in subject-verb agreement	Glaring inflectional mistakes in pronoun usage; Subject-verb agreement not apparent
<b>MECHANICS</b>	Domain includes symbols and devices for producing clear meaning			
Features: <b>Capitalization</b> (W.4.2.12, W.6.2.10, W.6.2.11) <b>Punctuation</b> (W.4.2.12, W.6.2.6, W.6.2.13, W.6.2.14, W.6.2.15) <b>Formatting</b> (W.6.2.16) <b>Spelling</b> (W.4.2.12)	Capitalization of first word of sentences and proper nouns; Uses end punctuation correctly and applies commas correctly to dates and addresses; Uses lines on paper correctly and writes legibly; Spells grade-level words correctly	Capitalization of first word of most sentences and proper nouns; Generally uses end punctuation correctly as well as commas in dates and addresses; Generally uses lined paper correctly and writes legibly; Spells most grade-level words correctly	Capitalization of first word of some sentences and proper nouns; Some mistakes in use of end punctuation or grade-level commas; May show some difficulty in writing legibly on the lined paper; Spelling errors are a problem	Capitalization errors throughout; Punctuation errors throughout; Difficulty using paper; Spelling errors throughout

**TLI's Writing Domains Scoring Rubric**

**Grade 3**

<b>Domain and Features</b> (All features within a domain are of equal importance.)	<b>4</b> Consistent control of almost all the domain's features	<b>3</b> Reasonable control of most of the domain's features	<b>2</b> Inconsistent control of several of the domain's features	<b>1</b> Little or no control of most of the domain's features
<b>CONTENT</b>				
Domain includes focusing, structuring, and elaborating to create a product intended to be read				
Features: <b>Central idea</b> (W.4.3.2) <b>Elaboration</b> (W.4.3.8, W.7.3.2) <b>Unity</b> (W.7.3.1) <b>Organization</b> (W.4.3.1, W.4.3.7, W.7.3.4, W.7.3.3)	Tightly focused central idea; Evenly developed elaboration; Little digression; Evidence of planning with introduction, clear progression from one idea to the next, and conclusion	Clear focus; Details support the central idea but development may be uneven; Slight digression or confusion; Sense of planning with introduction, some obvious sequencing, and a sense of closure	Focus is sketchy; Few details for support; May be "listy" or repetitious; Little sense of a plan and may lack clear introduction and/or closure	Unclear focus; Little or no elaboration; No sense of unification; No sense of planning and a lack of introductory and closure elements
<b>STYLE</b>				
Domain includes purposefully shaping and controlling language to affect the reader				
Features: <b>Selected vocabulary</b> (W.4.3.9) <b>Selected information</b> (W.4.3.9) <b>Sentence variety</b> (W.6.3.1) <b>Tone</b> (W.7.3.5, W.5.3.1) <b>Voice</b> (no SLE @ grade 3 or below)	Purposefully chosen, varied, and precise grade level vocabulary; Evidence of purposefully selected information; Well-constructed simple and compound sentences vary in construction and length; Appropriate attitude for piece; <i>Writer's personality is evident through writing</i>	Specific vocabulary chosen, but variety may not be present; Information shows evidence of purposeful selection; Simple and compound sentences may be repetitious in construction and length; Attitude is appropriate for piece; <i>Some personality shows</i>	Basic vocabulary used; Basic information but lacks the sense of selection; Repetition of basic sentence wording with little variety; Tone is flat with little evidence of appropriate choice; <i>No particular voice</i>	Restricted vocabulary evident; Information is sparse; Few simple sentences; Flat tone; <i>No particular voice</i>
<b>SENTENCE FORMATION</b>				
Domain reflects competently formed, appropriately mature sentences				
Features: <b>Completeness</b> (W.6.3.2, W.4.3.11) <b>Absence of fused sentences</b> (no SLE @ grade 3 or below) <b>Expansion through coordination and modifiers</b> (W.6.3.3) <b>Embedding through subordination and modifiers</b> (no SLE @ grade 3 or below) <b>Standard word order</b> (no SLE @ grade 3 or below)	Almost all sentences complete; <i>Almost no run-ons;</i> Compound elements and adjectives are common; <i>Other modifiers used;</i> <i>Standard word order used--exception for effect</i>	Most sentences complete; <i>Few run-ons;</i> Some compound elements and adjectives present; <i>Other modifiers may be present;</i> <i>Most sentences in standard word order</i>	Few sentences complete; <i>Run-ons may be common;</i> Few efforts to combine or describe elements; <i>Few additional modifiers;</i> <i>May contain sentences with non-standard order</i>	Most sentences fragments <i>Or run-ons;</i> Little expansion of sentences; <i>Additional embedding limited;</i> <i>Many sentences in non-standard word order</i>

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**Grade 3**

<b>Domain and Features</b> (All features within a domain are of equal importance.)	<b>4</b> Consistent control of almost all the domain's features	<b>3</b> Reasonable control of most of the domain's features	<b>2</b> Inconsistent control of several of the domain's features	<b>1</b> Little or no control of most of the domain's features
<b>USAGE</b>	Domain reflects acceptable and effective word-level features			
Features: <b>Standard inflections</b> (W.6.3.5, W.6.3.6, W.6.3.8) <b>Agreement</b> (W.6.3.4) <b>Word meaning</b> (W.7.3.5) <b>Conventions</b> (W.6.3.17)	Common plural forms, common verb tenses, first person and possessive pronouns, and singular possessive nouns are consistently used appropriately; Subject-verb agreement in both simple and compound sentences; Word choice is accurate; Abbreviations used accurately when appropriate	Most nouns and verbs have appropriate inflectional endings and grade-level pronouns and possessives are used with little error; Most subjects and verbs agree; Few difficulties in word choice; Abbreviations when used are usually accurate	Obvious mistakes in noun, verb, and pronoun endings and use; Obvious mistakes in agreement; Word choices are often inaccurate; Difficulty with abbreviations	Many mistakes in noun, verb, and pronoun endings and use; Obvious mistakes in agreement; Word choices are often inaccurate; Difficulty with abbreviations
<b>MECHANICS</b>	Domain includes symbols and devices for producing clear meaning			
Features: <b>Capitalization</b> (W.4.3.11, W.6.3.14, W.6.3.15) <b>Punctuation</b> (W.4.3.11, W.6.3.16, W.6.3.18) <b>Formatting</b> (W.6.3.19, W.6.3.20) <b>Spelling</b> (W.4.3.11, W.6.3.10)	Capitalizes first word of sentences, proper nouns, titles, and abbreviations; Correct use of end punctuation and commas in a series; Paragraphs indented and writing is legible; Grade-level words spelled correctly	Most grade-level capitalization used; Most grade-level punctuation used; Formatting typically used correctly; Most grade-level words spelled correctly	Many errors in grade-level capitalization; Errors in grade-level punctuation; Formatting problems; Contains many spelling errors	Capitalization errors throughout; Punctuation errors throughout; Formatting difficulties; Many spelling errors

## TLI's Writing Domains Scoring Rubric

**Grade 4**

Domain and Features (All features within a domain are of equal importance.)	4	3	2	1
	Consistent control of almost all the domain's features	Reasonable control of most of the domain's features	Inconsistent control of several of the domain's features	Little or no control of most of the domain's features
<b>CONTENT</b>	Domain includes focusing, structuring, and elaborating to create a product intended to be read			
Features: <b>Central idea</b> (W.4.4.1, W.4.4.2) <b>Elaboration</b> (W.4.4.3, W.4.4.5) <b>Unity</b> (W.4.4.5) <b>Organization</b> (W.4.4.5, W.4.4.6, W.4.4.8, W.5.4.6, W.7.4.1, W.7.4.2)	Tightly focused central idea; Evenly developed elaboration; Little digression; Evidence of planning with introduction, clear progression from one idea to the next, and conclusion	Clear focus; Details support the central idea but development may be uneven; Slight digression or confusion; Sense of planning with introduction, some obvious sequencing, and a sense of closure	Focus is sketchy; Few details for support; May be "listy" or repetitious; Little sense of a plan and may lack clear introduction and/or closure	Unclear focus; Little or no elaboration; No sense of unification; No sense of planning and a lack of introductory and closure elements
<b>STYLE</b>	Domain includes purposefully shaping and controlling language to affect the reader			
Features: <b>Selected vocabulary</b> (W.4.4.10, W.7.4.6) <b>Selected information</b> (W.4.4.3) <b>Sentence variety</b> (W.4.4.10, W.6.4.1) <b>Tone</b> (W.5.4.1) <b>Voice</b> (no SLE @ grade 4 or below)	Purposefully chosen, varied, and precise grade level vocabulary; Evidence of purposefully selected, relevant information; Well-constructed simple, compound, and complex sentences vary in construction and length; Appropriate attitude for audience; <i>Writer's personality is evident through writing</i>	Specific vocabulary chosen, but variety may not be present; Information shows evidence of purposeful selection; Simple and compound sentences may be repetitious in construction and length; Attitude is appropriate for audience; <i>Some personality shows</i>	Basic vocabulary used; Basic information but lacks the sense of selection; Repetition of basic sentence wording with little variety; Tone is flat with little evidence of appropriate choice; <i>No particular voice</i>	Restricted vocabulary evident; Information is sparse; Few simple sentences; Flat tone; <i>No particular voice</i>

## TLI's Writing Domains Scoring Rubric

**Grade 4**

Domain and Features (All features within a domain are of equal importance.)	4	3	2	1
<b>SENTENCE FORMATION</b>	Domain reflects competently formed, appropriately mature sentences			
Features: <b>Completeness</b> (W.6.4.2, W.4.4.13) <b>Absence of fused sentences</b> (no SLE @ grade 4 or below) <b>Expansion through coordination and modifiers</b> (W.6.4.1, W.6.4.3, W.7.4.3) <b>Embedding through subordination and modifiers</b> (W.6.4.1, W.6.4.4, W.6.4.7) <b>Standard word order</b> (W.6.4.1)	Almost all sentences complete; <i>Almost no run-ons;</i> Compound elements, adjectives, and adverbs are common; Complex sentences and subordinate phrases are common; Standard word order used--exception for effect	Most sentences complete; <i>Few run-ons;</i> Some compound elements, adjectives, and adverbs present; Complex sentences and subordinate phrases may be present; Most sentences in standard word order	Few sentences complete; <i>Run-ons may be common;</i> Few efforts to combine or describe elements; Few embedded elements; May contain sentences with non-standard order	Most sentences fragments <i>Or run-ons;</i> Little expansion of sentences; Additional embedding limited; Many sentences in non-standard word order
<b>USAGE</b>	Domain reflects acceptable and effective word-level features			
Features: <b>Standard inflections</b> (W.6.4.5) <b>Agreement</b> (W.6.4.5) <b>Word meaning</b> (W.4.4.10) <b>Conventions</b> (W.6.4.5)	All pronoun usage and parts of speech are consistently used appropriately; Subject-verb agreement in simple, compound, and complex sentences; Word choice is accurate; Standard English usage	Most parts of speech are used with little error; Most subject and verbs agree; Few difficulties in word choice; Standard English is present	Obvious mistakes in usage with parts of speech; Obvious mistakes in agreement; Word choices are often inaccurate; Difficulty with standard English	Many mistakes in parts of speech use; Obvious mistakes in agreement; Word choices are often inaccurate; Difficulty with standard English
<b>MECHANICS</b>	Domain includes symbols and devices for producing clear meaning			
Features: <b>Capitalization</b> (W.4.4.13, W.6.4.13, W.6.4.14) <b>Punctuation</b> (W.4.4.13, W.6.4.15, W.6.4.16, W.6.4.17, W.6.4.18, W.6.4.19) <b>Formatting</b> (W.6.4.20, W.6.4.21) <b>Spelling</b> (W.4.4.13, W.6.4.10)	Demonstrates accurate use of capital letters including dialogue; Correct use of end punctuation, apostrophes, quotation marks, commas used in dialogue, in a series, with a person's name (direct address), in compound and complex sentences; Paragraphs indented appropriately; Grade-level words spelled correctly	Most grade-level capitalization used; Most grade-level punctuation used; Formatting typically used correctly; Most grade-level words spelled correctly	Many errors in grade-level capitalization; Errors in grade-level punctuation; Formatting problems; Contains many spelling errors	Capitalization errors throughout; Punctuation errors throughout; Formatting difficulties; Many spelling errors