

**RUSH-HENRIETTA CENTRAL SCHOOL DISTRICT
STUDENT LITERACY PROFILE – WRITING
GRADES 3-5**

Student Name: _____ **Grade:** _____ **School Year:** _____

√ indicates instructional focus
X indicates student is proficient at this level

Prewriting:

- ___ Student writes in a variety of different forms
- ___ Student uses graphic organizers to plan writing
- ___ Student creates own graphic organizer
- ___ Student engages in conversations to generate ideas
- ___ Other: _____

Ideas:

- ___ Student writes on a specific topic
- ___ Student narrows focus of writing piece
- ___ Student includes appropriate supporting details
- ___ Student develops topic
- ___ Other: _____

Organization:

- ___ Student uses bold beginnings
- ___ Student uses thoughtful transitions
- ___ Student checks for logical sequencing
- ___ Student writes a mighty middle
- ___ Student writes exciting endings
- ___ Other: _____

Voice:

- ___ Student recognizes several examples of voice in writing pieces (books, student work, modeled writing)
- ___ Student writes for an audience
- ___ Student writes from personal point of view
- ___ Student's expository or persuasive writing reflects a strong emotional connection to the topic
- ___ Student's narrative writing is honest, personal, and engaging
- ___ Other: _____

Word Choice:

- Student uses adjectives
- Student uses *strong* verbs
- Student uses adverbs
- Student continues to develop vocabulary
- Student utilizes a thesaurus
- Other: _____

Sentence Fluency:

- Student understands sentence structure
- Student varies sentence beginnings
- Student varies sentence length
- Other: _____

Conventions:

- Student applies punctuation rules (identify) _____
- Student applies capitalization rules (identify) _____
- Student applies appropriate grammar usage (identify) _____
- Student applies paragraphing _____
- Student strengthens spelling through Word Study _____
- Student self edits
- Other: _____

Presentation:

- Student continues to strengthen handwriting skills to promote clarity and understanding of written text
- Student continues to strengthen keyboarding skills to promote clarity and understanding of written text
- Student uses creative text and graphics to promote clarity and understanding of written text
- Student shares writing with peer or class
- Other: _____

Written responses to literature (parallel task):

- **Meaning (taken as a whole):**
 - Student fulfills all or most requirements of the task
 - Student addresses the theme or key elements of the text
 - Student shows an insightful interpretation of the text
 - Student makes connections beyond the text
 - Other: _____
- **Development (taken as a whole):**
 - Student develops ideas fully with thorough elaboration
 - Student makes effective use of relevant and accurate examples from the text
 - Other: _____

COMMENTS:
