

<p>Level 8 (Grade 1 - Quarter 1 Expectation)</p>	<ul style="list-style-type: none"> Child writes the start of a story Writes sentence with random ideas related to a topic; may not be related to prompt. 	<ul style="list-style-type: none"> Writes 2 or more thoughts in logical sequence Has a beginning, middle, and end (beginning or ending may be missing) 	<ul style="list-style-type: none"> Begins to use more conventional spelling Mistakes in grammar, mechanics, and usage may detract from clarity and meaning
<p>Level 9 (Grade 1 - Quarter 2 Expectation)</p>	<ul style="list-style-type: none"> Attempts a story or tries to make a point Meaning of the general idea is recognizable/understandable. Key ideas begin to surface 	<ul style="list-style-type: none"> Most thoughts follow a logical sequence Has a beginning, middle, and end (beginning or ending may be weak) 	<ul style="list-style-type: none"> Standard use of capitalization and ending punctuation most of the time May contain compound sentences See Indiana Language in Use rubric for language conventions
<p>Level 10 (Grade 1 - Quarter 3 & 4 Expectation)</p>	<ul style="list-style-type: none"> Topic is narrowed and focused; relates to the prompt Develops one clear main idea. Demonstrates a clear understanding of the topic Important ideas stand out 	<ul style="list-style-type: none"> Thoughts follow a logical sequence Mostly short, simple sentences; with some complex sentences. Has a beginning, middle, and end Shows beginning understanding of a lead 	<ul style="list-style-type: none"> Standard use of capitalization and ending punctuation most of the time Child begins to use adjectives Child attempts varied punctuation; used correctly most of the time See Indiana Language in Use rubric for language conventions
<p>Level 11</p>	<ul style="list-style-type: none"> Topic is narrowed and focused; relates to the prompt Develops one clear main idea and supporting details. Sentences are longer. Writing begins to display humor or emotion 	<ul style="list-style-type: none"> Thoughts follow a logical sequence Has a beginning, middle, and end Has a lead Uses transition words (other than first, next, last) between ideas 	<ul style="list-style-type: none"> Standard use of capitalization and ending punctuation most of the time Uses capitalization and varied punctuation correctly most of the time Grammar and syntax is mostly correct Child writes more complex sentences See Indiana Language in Use rubric for language conventions
<p>Level 12</p>	<ul style="list-style-type: none"> Topic is narrowed and focused; relates to the prompt Develops on clear main idea and supporting details. Writing displays humor or emotion Writing includes details that provide sensory detail; paints picture for the reader 	<ul style="list-style-type: none"> Thoughts follow a logical sequence Has a beginning, middle, and end 	<ul style="list-style-type: none"> Standard use of capitalization and ending punctuation most of the time Uses capitalization and varied punctuation correctly used most of the time Grammar and syntax is mostly correct Child writes more complex sentences See Indiana Language in Use rubric for language conventions