

Appendix A. Adapted 6+1 trait scoring rubric used in the present study.

1 Experimenting	2 Emerging	3 Developing	4 Capable	5 Experienced
<p>IDEAS</p> <ul style="list-style-type: none"> - The big idea is not relevant to the prompt. - Details are missing. 	<p>IDEAS</p> <ul style="list-style-type: none"> - The idea is conveyed in a general way with few details. - One simple statement captures the topic (e.g., one statement/sentence). - At least one relevant idea is represented. - Relevant idea is defined as anything that occur at home, school, and in-between. 	<p>IDEAS</p> <ul style="list-style-type: none"> - The writing is made up of several sentences on one topic – 2 or more idea that are relevant to the topic. - A few basic details are present in the text. - Might have sentences that are irrelevant and not on topic. - Might have several sentences that are repetitive and do not add new detail. 	<p>IDEAS</p> <ul style="list-style-type: none"> - Writing tells a story or makes a point. - Idea tends to stay on topic, but may not be as narrow and focused as possible. At least one idea is elaborated – mental picture may be easily developed for an idea. - Key details begin to surface but not as developed as possible; some relevant information may be missing. 	<p>IDEAS</p> <ul style="list-style-type: none"> - One clear main idea is developed and some closing. - Topic is narrow and focused. - The writer uses interesting, important details for support. - The text is a well-developed paragraph.
<p>ORGANIZATION/STRUCTURE</p> <ul style="list-style-type: none"> - Structure (Beginning/ending) is absent. - One simple sentence (no sense of order) - Connections between ideas are confusing. - Transitions/sequencing is not present. 	<p>ORGANIZATION</p> <ul style="list-style-type: none"> - Structure is unclear or only starting to emerge. - Sequencing is confusing: The piece is little more than a list of sentences (2 or more) connected by theme (i.e., could move sentences around and not change the meaning). 	<p>ORGANIZATION</p> <ul style="list-style-type: none"> - There is basic order with a few missteps. - The piece contains a beginning (a simple opening sentence.) - No conclusion (except “The End”). - Sentence parts may be linked with conjunction or connecting words (<i>but</i>, 	<p>ORGANIZATION</p> <ul style="list-style-type: none"> - Ideas follow a logical sequence. - The writing starts out strong (a beginning that sets the tone for the piece). - The writing includes a predictable ending. - Link sentences with sequencing words (e.g., first, next, then, later, 	<p>ORGANIZATION</p> <ul style="list-style-type: none"> - There is a clear beginning, middle, and end. - Everything fits together nicely; Important details support main idea. - Important ideas are highlighted within the text; Topic sentence for each paragraph. - The text slows down and

		<p><i>and, or, so</i>).</p> <ul style="list-style-type: none"> - Simple sequencing words may be used (e.g., first, next, then). 	<p>finally, etc.).</p>	<p>speeds up to highlight the ideas and shows the writer's skill at pacing.</p> <ul style="list-style-type: none"> - Clear transitions, including uncommon transition words (e.g., recently) connect one sentence to the next.
<p>WORD CHOICE</p> <ul style="list-style-type: none"> - Words can be identified, even if the spacing and spelling are not correct. - A few high frequency words are written. 	<p>WORD CHOICE</p> <ul style="list-style-type: none"> - More than a few words can be identified, even if the spacing and spelling are not correct. - Words are fairly ordinary (i.e., functional language). - Mostly high frequency words. 	<p>WORD CHOICE</p> <ul style="list-style-type: none"> - The reader begins to see what the writer is describing. - General or ordinary words convey message. - The writer tries out new words beyond the basic high frequency words and everyday language. - One or two words stand out. - Begins to show touches of originality and individuality. 	<p>WORD CHOICE</p> <ul style="list-style-type: none"> - Tries to choose words for specificity. - Attempts to use descriptive words to create an image (e.g., using adjectives and adverbs). - Descriptive words (e.g., Raisin Bran, not cereal) are combined with generic ones. - There is very little repetition of words. - Phrases, word groups create specific mental imagery: The writing captures a general mood such as happy, sad, or mad. 	<p>WORD CHOICE</p> <ul style="list-style-type: none"> - The writer uses everyday words and phrases with a fresh and original spin. - The words paint a clear picture in the reader's mind. - The writer uses just right words or phrases. - The writer might attempt figurative language. - The tone is identifiable – bittersweet, compassionate, frustrated, and so on. - Colorful words are used correctly and with creativity.
<p>GRAMMAR/ FLOW</p> <ul style="list-style-type: none"> - Tries 1 sentence, but the sentence is incomplete or needs to be edited by the reader to make sense. 	<p>GRAMMAR/ FLOW</p> <ul style="list-style-type: none"> - More than 1 sentence - The reader stumbles when reading the text aloud and may have to back up and 	<p>GRAMMAR/ FLOW</p> <ul style="list-style-type: none"> - The piece is easy to read aloud, although it may contain repetitive or awkward sentence 	<p>GRAMMAR/ FLOW</p> <ul style="list-style-type: none"> - The piece can be read aloud easily without having to stop to reread for flow. 	<p>GRAMMAR/ FLOW</p> <ul style="list-style-type: none"> - The piece is a breeze to read aloud. - Different sentence lengths give the writing a nice sound.

	<p>reread. (Might have to mentally edit and add words or change sentences to read.)</p> <ul style="list-style-type: none"> - Uses 1 or 2 simple sentences. - May also include some phrases. - Awkward word patterns break the flow of the piece. - Grammar: Nonstandard grammar is common. 	<p>patterns.</p> <ul style="list-style-type: none"> - Uses 3 or more simple sentences. - Sentences tend to begin the same. - Longer sentences go on and on. - Simple conjunctions (i.e., <i>and</i> and <i>but</i>) are used to make compound sentences. - Grammar: Attempts standard grammar: Basic subject-verb agreement occurs in simple sentences – e.g., “she walks.” 	<ul style="list-style-type: none"> - Sentence structure varies. - Sentences are of different lengths. - Some sentences read smoothly while others will need work. - Connectives are correctly used in long and short sentences. - Grammar: Noun/pronoun agreement, verb tenses mostly consistent (past tense for the given topic). 	<p>There is playfulness and experimentation.</p> <ul style="list-style-type: none"> - Varied sentence beginnings create a pleasing rhythm. - Different kinds of sentences (statements, commands, questions, and exclamations) are present. - The flow from one sentence to the next is smooth. - Grammar: Standard English grammar is used.
<p>SPELLING</p> <p>Letters are written in strings (pre-phonetic spelling – e.g., gGmkrTt)</p>	<p>SPELLING</p> <p>The words are unreadable to the untrained eye (quasi-phonetic spelling – e.g., MRT, UM, KD, etc); Upto 5 high-frequency words spelled correctly.</p>	<p>SPELLING</p> <p>Spelling is inconsistent but readable (phonetic spelling – e.g., MOSTR, HMN, KLOSD, etc.); More than 10 high frequency words spelled correctly AND many incorrectly spelled.</p>	<p>SPELLING</p> <p>Spelling is close to transitional spelling – e.g., MONSTUR, HUMUN, CLOSED, etc.); nearly (mostly) all high-frequency words spelled correctly.</p>	<p>SPELLING</p> <p>Spelling is correct; all high-frequency words are attempted are correct.</p>
<p>MECHANICS</p> <p>Capitalization: No intentional use of upper- and lower-case letters (mixed within words). “I” can be capitalized.</p>	<p>MECHANICS</p> <p>Capitalization: Mostly lowercase letters.</p> <p>Punctuation: The writer experiments with</p>	<p>MECHANICS</p> <p>Capitalization: Capitals are used mostly correctly in the beginning of sentence or proper nouns.</p> <p>Punctuation: End</p>	<p>MECHANICS</p> <p>Capitalization: Capitals at the beginning of sentences AND variable use on proper nouns.</p> <p>Punctuation: The writer</p>	<p>MECHANICS</p> <p>Capitalization: The writer applies basic capitalization rules with consistency.</p> <p>Punctuation: Punctuation marks are used effectively to</p>

<p>Punctuation: Punctuation is not present.</p>	<p>punctuation.</p>	<p>punctuation marks (!?) are generally used correctly.</p>	<p>uses punctuation correctly and may try more advanced punctuations (commas, dashes, quotation marks) but not always correctly.</p>	<p>guide the reader.</p>
<p>HANDWRITING</p> <ul style="list-style-type: none"> - There is no consistent shape to the letters. - The overall appearance of handwriting is messy and illegible. - No spacing between words. 	<p>HANDWRITING</p> <ul style="list-style-type: none"> - Letters are in different directions and form different shapes and sizes. - A few letters might be unreadable because of their shape or if they overlap. - Inconsistent spaces between words. - Letter shapes are inconsistent for 2 or more letters and letters are not on the line. 	<p>HANDWRITING</p> <ul style="list-style-type: none"> - There are some discrepancies in letter shapes and size, but they are easily identifiable. - Consistently spaces between words. <p>Letters are consistently represented throughout the writing.</p>	<p>HANDWRITING</p> <ul style="list-style-type: none"> - Most letters are formed correctly and legibly. - Handwriting begins to show style with consistent letter shape and size. 	<p>HANDWRITING</p> <ul style="list-style-type: none"> - Letters are consistently well-formed in size and shape and are easy to read. - Letters are mostly on the line.

Scored Writing Samples

Ideas = 2; Organization = 3; Word Choice = 3; Sentence Fluency = 3; Spelling = 5;
Handwriting = 3; Mechanics = 2

One day, when I got home from school...

One day when I got
home from school
I rode the bus the
I went straight home
The next day I learned
something at school
School was kind of
like a hard school
I like going to school.

the school was a
nice school there
I had some very
nice friend at my
school then we were
at lunch time My
school is the biggest
school in the world
school is fun,

Ideas = 4; Organization = 3; Word Choice = 4; Sentence Fluency = 3; Spelling = 3;
Handwriting = 3; Mechanics = 1

Note: Words written under student's writing are what assessors wrote based on the child said he had written.

One day, when I got home from school...

I went swimming

at wakulla springs it

was fun I

had friends

to play with

I had

fun at the

beach it was

fun today

I had pepo
people

to play wid
with

my friends

at the beach

I had a

skin board
skin board

and a knee
knee

diver it was
diving board

fun wid it
with

I made a

made

sand castle

sand castle

then I went

went

to the park

Ideas = 5; Organization = 4; Word Choice = 3; Sentence Fluency = 4; Spelling = 4;
Handwriting = 3; Mechanics = 4

One day, when I got home from school...

One day when I got home from school...

a unicorn was in my room.

It was so big that I had to get

a stool to get on her. I

asked my mom if I could

keep her. she said yes! so

I practised flying on her

giddy up!! I screamed. she was

so lucky to be my pet. she