



# Developmental Stages Scoring Form (Grades K-5)

Student \_\_\_\_\_ Stage \_\_\_\_\_  
Mode of Writing \_\_\_\_\_

## Topic Development, Organization, and/or Detail

	1	2	3	4	5	6
	Little/no topic development, organization and/or detail. At best, a list of unrelated statements.	Beginning of topic development. Beginning of organizational plan. Paper has list-like qualities.	Clear topic, development incomplete. A clear plan with loosely organized ideas.	Clear topic, development uneven. A beginning, middle, and ending. All/any may be clumsy.	Developed topic. Clear beginning, middle, end. Organization sustains writer's purpose.	Fully elaborated topic. Organization sustains purpose, moves reader.

## Sense of Audience and Task

	1	2	3	4	5	6
	Little/no awareness of audience or task.	Limited awareness of audience or task.	Sense of audience and task.	Clearly written for an audience.	Engages the reader.	Engages and sustains the reader.

## Word Choice and Sentence Patterns

	1	2	3	4	5	6
	Few, if any, identifiable words or sentence patterns.	Simple word choice and sentence patterns.	Minimal variety of sentence patterns and vocabulary.	Experiments with language and sentence patterns, sometimes novel word choice.	Effective use of varied language and sentence patterns.	Creative/novel use of language and effective use of sentence patterns.

## Errors in Surface Features

	-2	-1	0	0	0	0
	PREVENT readers from understanding the writer.	INTERFERE with communication.	INTERRUPT the flow of communication.	MAY INTERRUPT the flow of communication.	DON'T INTERFERE with meaning.	DON'T INTERFERE with meaning.

Stage 1 (3-4); Stage 2 (5-7); Stage 3 (8-10); Stage 4 (11-13); Stage 5 (14-16); Stage 6 (17-18) **Total Score**

**Note:** Base the stage assignment on the first three domains. Use a score in Errors in Surface Features only to lower the stage placement.