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

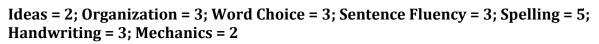
1	2	3	4	5
Experimenting	Emerging	Developing	Capable	Experienced
IDEAS	IDEAS	IDEAS	IDEAS	IDEAS
 The big idea is not relevant to the prompt. Details are missing. 	 The idea is conveyed in a general way with few details. One simple statement captures the topic (e.g., one statement/sentence). At least one relevant idea is represented. Relevant idea is defined as anything that occur at home, school, and in-between. 	 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. 	 -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. 	 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.
ORGANIZATION/STRUCT URE	ORGANIZATION	ORGANIZATION	ORGANIZATION	ORGANIZATION
- Structure (Beginning/ending) is absent.	 Structure is unclear or only starting to emerge. Sequencing is confusing: The piece is little more than a 	 There is basic order with a few missteps. The piece contains a beginning (a simple 	 Ideas follow a logical sequence. The writing starts out strong (a beginning that 	 There is a clear beginning, middle, and end. Everything fits together nicely; Important details
- One simple sentence (no sense of order)	list of sentences (2 or more) connected by theme (i.e.,	opening sentence.)	sets the tone for the piece).	support main idea.
 Connections between ideas are confusing. Transitions/sequencing is not present. 	could move sentences around and not change the meaning).	 No conclusion (except "The End"). Sentence parts may be linked with conjunction or connecting words (<i>but</i>, 	 The writing includes a predictable ending. Link sentences with sequencing words (e.g., first, next, then, later, 	 Important ideas are highlighted within the text; Topic sentence for each paragraph. The text slows down and

		and, or, so). - Simple sequencing words may be used (e.g., first, next, then).	finally, etc.).	 speeds up to highlight the ideas and shows the writer's skill at pacing. Clear transitions, including uncommon transition words (e.g., recently) connect one sentence to the next.
WORD CHOICE	WORD CHOICE	WORD CHOICE	WORD CHOICE	WORD CHOICE
 Words can be identified, even if the spacing and spelling are not correct. A few high frequency words are written. 	 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. 	 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. 	 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. 	 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.
GRAMMAR/ FLOW	GRAMMAR/ FLOW	GRAMMAR/ FLOW	GRAMMAR/ FLOW	GRAMMAR/ FLOW
- Tries 1 sentence, but the sentence is incomplete or needs to be edited by the reader to make sense.	 More than 1 sentence The reader stumbles when reading the text aloud and may have to back up and 	- The piece is easy to read aloud, although it may contain repetitive or awkward sentence	- The piece can be read aloud easily without having to stop to reread for flow.	 The piece is a breeze to read aloud. Different sentence lengths give the writing a nice sound.

SPELLING Letters are written in strings (pre-phonetic spelling – e.g., gGmkrTt)	reread. (Might have to mentally edit and add words or change sentences to read.) - 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. SPELLING The words are unreadable to the untrained eye (quasi- phonetic spelling – e.g., MRT, UM, KD, etc); Upto 5 high- frequency words spelled correctly.	 patterns. Uses 3 or more simple sentences. Sentences tend to begin the same. Longer sentences go on and on. Simple conjunctions (i.e., and and but) are used to make compound sentences. Grammar: Attempts standard grammar: Basic subject-verb agreement occurs in simple sentences - e.g., "she walks." SPELLING 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. 	 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). SPELLING Spelling is close to transitional spelling – e.g., MONSTUR, HUMUN, CLOSSED, etc.); nearly (mostly) all high-frequency words spelled correctly.	There is playfulness and experimentation. - 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. SPELLING Spelling is correct; all high- frequency words are attempted are correct.
MECHANICS	MECHANICS	MECHANICS	MECHANICS	MECHANICS
Capitalization : No intentional use of upper- and lower-case letters (mixed within words). "I" can be capitalized.	Capitalization: Mostly lowercase letters. Punctuation: The writer experiments with	Capitalization : Capitals are used mostly correctly in the beginning of sentence or proper nouns. Punctuation : End	Capitalization : Capitals at the beginning of sentences AND variable use on proper nouns. Punctuation : The writer	Capitalization : The writer applies basic capitalization rules with consistency. Punctuation : Punctuation marks are used effectively to

Punctuation : Punctuation is not present.	punctuation.	punctuation marks (.!?) are generally used correctly.	uses punctuation correctly and may try more advanced punctuations (commas, dashes, quotation marks) but not always correctly.	guide the reader.
HANDWRITING	HANDWRITING	HANDWRITING	HANDWRITING	HANDWRITING
 There is no consistent shape to the letters. The overall appearance of handwriting is messy and illegible. No spacing between words. 	 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. 	 There are some discrepancies in letter shapes and size, but they are easily identifiable. Consistently spaces between words. Letters are consistently represented throughout the writing. 	 Most letters are formed correctly and legibly. Handwriting begins to show style with consistent letter shape and size. 	 Letters are consistently well- formed in size and shape and are easy to read. Letters are mostly on the line.

Scored Writing Samples



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

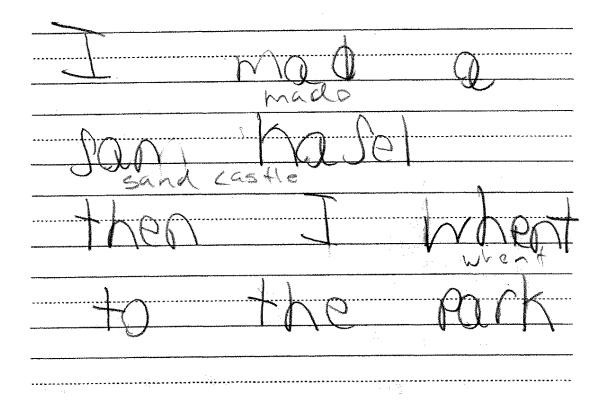
SCIM At MAR Sch R 1 mV PTT ----So IK I NØ H ---------154 4F 5 Sc AFS æ.

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... wend ŝ Springs Wakulla) 111 *

people Ł with ş $\overline{\Omega_{i}}$ 0 Į borry 2 Kì non 1 nee -£..... divin board Q N. 1 Second with



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

One day, when I got home from school... home from Scoop when I got 00y One Unicorn wets MY 2001 in 03 A-17 ŦÖ hog that 1 big-至今. W 5- 5 ge+ ON ner. 57001 +0 11+ gre + Mom IF my a ske I Could 14000 50 She no ro Serd 11 o roctised hero ing wo-S she L Screenst -VPADD - dy Þø my Sho 50 IUK4 to pet.