

**Table 1  
 Revised Rubric and Performance Indicators**

	1	2	3	4
	Emerging Standard	Developing Standard	Approaching Standard	Exceeding Standard
Content	Student uses one or more parts of model outline to suggest letter heading.	Student uses one part of model outline to suggest letter heading.	Student attempts to use one part of model outline to suggest letter heading. The student has major omissions or errors.	Student uses one or more parts of model outline to suggest letter heading.
Organization	Student organizes text thought clearly in writing. The organization and style of the writing are appropriate for the writing task and make the student's situation and topic clear.	Student organizes text thought clearly in writing and in the task. The organization and style of the writing are appropriate for the writing task and make the student's situation clear.	Student organizes text thought clearly in writing and in the task. The organization and style of the writing are appropriate for the writing task.	Student is well able to organize text thought clearly in writing. The organization and style of the writing may not be appropriate for the task.
Language	Student makes at least 10 gestures or repetitions that show the reader from the context.	Student makes 7-9 gestures or repetitions that show to the reader from the context.	Student makes 5-6 gestures or repetitions that show to the reader from the context.	Student makes more than 10 gestures or repetitions that show to the reader from the context.
Spelling	Student makes at most 10 punctuation or spelling, or the punctuation is completely out of use.	Student makes 7-9 errors in punctuation or spelling, but the punctuation is correct.	Student makes 5-6 errors in punctuation or spelling that make the reader's attention and interrupt the flow.	Student makes more than 6 errors in punctuation or spelling that make the reader's attention and interrupt the flow.