Experimental Writing Rubric

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| **General Expectations for a Student Moving from Experimental to Early Writing = Exemplary for the Stage** | **Ideas, Process/Strategy – 4 Proficient** | **Ideas, Process, Strategy – 3 Solid** | **Ideas, Process, Strategy – 2 Emerging** | **Ideas, Process, Strategy – 1 Beginning** |
| Focus in the Trillium and Huckleberryclasses:* Letter formation
* Word development
* Sentence structure
* Noun/verb relationship
* Adjective and Adverb introduction
* Proper Punctuation
* Spelling
* Paragraphs – beginning, middle and end
* Ideas
* Writing Process through
* Narrative
* Expository
* Poetry
* Letter writing
* Opinion
* Enjoys writing
 | Main Ideas* Draws upon topic knowledge when writing
* Has a clear point in writing and can articulate it

Supporting Details* Uses a limited amount of strategies to add detail to writing
* Creates illustrations to match the text

Process/Strategy for Writing* Uses known words from the environment in own writing
* Reads back what has been written
* Uses a limited amount of spelling strategies learned.
* Uses a limited amount of strategies throughout the writing process
* Responds to questions about the writing process with limited understanding. i.e. “How do you write?” “You think of a story and write the words.”
 | Main Ideas* Draws on topic knowledge with some success
* The purpose/point is generally clear but not easily articulated when asked to explain

Supporting Details* Attempts to use strategies to add detail with some success
* Creates illustrations to match the text

Process/Strategy for Writing* Attempts to use known words from the environment in writing
* Reads back what has been written with some accuracy
* Attempts to use spelling strategies
* Attempts to use strategies for writing with minimal success
* Responds to questions about the writing process with limited understanding. i.e. “How do you write?” “You think of a story and write the words.”
 | Main Ideas* Tries to draw on topic knowledge, but generally falls back on personal experience
* The purpose/point are not always clear to the reader or the student

Supporting Details* Occasionally attempts to add details with limited success
* Most illustrations match the text

Process/Strategy for Writing* Uses some known words and some copied print from the environment
* Inconsistently uses spelling strategies
* Occasionally uses strategies for writing, with prompts from teacher
* Answers to questions about the writing process are basic, non-existent, or minimal
 | Main Ideas* Relies solely on personal experience to write
* Story line strays, and makes little sense to the reader or student

Supporting Details* Added details do not match the story being told; or are non-existent
* Limited to no illustrations that may or may not match the text

Process/Strategy for Writing* Relies mostly on copied print from the environment
* Spelling is a struggle and inconsistent
* Uses few writing strategies, or resists using them, even with teacher prompts
* Answers to questions about the writing process are basic, non-existent, or minimal
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|  | **Organization – 4 Proficient** | **Organization – 3 Solid** | **Organization – 2 Emerging** | **Organization – 1 Beginning** |
|  | * Uses left to right and top to bottom orientation of print
* Leaves a space between words and word-like clusters of letters
 | * Uses left to right and top to bottom orientation of print
* Mostly remember to leave a space between words and word-like clusters of letters
 | * Uses left to right and top to bottom orientation of print with some consistency
* Inconsistently leaves a space between words and word-like clusters of letters
 | * Rarely uses left to right and top to bottom orientation of print
* Rarely leaves a space between words and word-like clusters of letters
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|  | **Voice/Use of Text – 4 Proficient** | **Voice/Use of Text – 3 Solid** | **Voice/Use of Text – 2 Emerging** | **Voice/Use of Text – 1 Beginning** |
|  | Voice* Provides reasons to write and can state the purpose and audience of own writing
* Expresses a personal opinion with a written text
* Uses appropriate inflection when dictating or reading a story or message

Use of Text* Uses writing to communicate a message
* With assistance, finds information in texts appropriate to purpose or interest
* Writes by repeating the same beginning patterns ie I like cats. I like dogs
* Knows that print and drawing can be used together to convey meaning
 | Voice* Provides reasons to write and usually can state the purpose and audience of own writing
* Attempts to express a personal opinion with a written text with some success
* Mostly uses appropriate inflection when dictating or reading a story or message

Use of Text* Uses writing to communicate a message
* With assistance, can occasionally find information in texts appropriate to purpose or interest
* Writing is starting to contain repeating of the same beginning patterns ie I like cats. I like dogs
* Knows that print and drawing can be used together to convey meaning
 | Voice* Provides some reasons to write, usually states the purpose for writing but struggles with understanding audience
* Attempts to express a personal opinion with a written text with minimal success
* Attempts to use inflection when dictating or reading a story or message

Use of Text* Occasionally uses writing to communicate a message
* Struggles with finding information in texts appropriate to purpose or interest
* Writing is simple, without the use of basic patterns
* Has a general understanding that print and drawing can be used together to convey meaning
 | Voice* Provides generalized reasons to write, but struggles with stating the purpose and audience for writing
* Does not make the connection between having a personal opinion and written text
* Attempts to use inflection when dictating or reading a story or message

Use of Text* Attempts to use writing to communicate a message
* Writing is simple, may dictate to an adult some of what they want written
* Has a general understanding that print and drawing can be used together to convey meaning
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|  | **Word Choice and Conventions – 4 Proficient** | **Word Choice and Conventions – 3 Solid** | **Word Choice and Conventions – 2 Emerging** | **Word Choice and Conventions – 1 Beginning** |
|  | * Writes using simple language structures I like… I see…
* Demonstrates one-to-one correspondence between written and spoken word (word-points when reading back own writing)
* Beginning to demonstrate an understanding of the conventions of print
* Identifies all of the letters of the alphabet by name and/or by common sounds
* Knows some simple common letter patterns
* Uses knowledge of rhyme to spell
* Often begins sentences with “I” or “We”
 | * Occasionally uses simple language structures I like… I see…
* Usually demonstrates one-to-one correspondence between written and spoken word (word-points when reading back own writing)
* Beginning to demonstrate an understanding of the conventions of print
* Identifies all of the letters of the alphabet by name and/or by common sounds with some success
* Knows a few simple common letter patterns
* Attempts to use knowledge of rhyme to spell
 | * Beginning to use simple language structures I like… I see…
* Beginning to use one-to-one correspondence between written and spoken word (word-points when reading back own writing)
* Struggles with understanding the conventions of print
* Identifies some of the letters of the alphabet by name and/or by common sounds with success
* Attempts to use knowledge of rhyme to spell
 | * Does not yet use simple language structures I like… I see…
* When prompted, will use one-to-one correspondence between written and spoken word (word-points when reading back own writing)
* Attempts spacing of words and letters, with some success
* Identifies some of the letters of the alphabet by name and/or by common sounds with minimal success
* Imitates some word patterns and demonstrates an understanding of some word patterns
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|  | **Contextual Understanding – 4 Proficient** | **Contextual Understanding – 3 Solid** | **Contextual Understanding – 2 Emerging** | **Contextual Understanding – 1 Beginning** |
|  | * Can articulate reasons why people write
* Talks about how characters and events are represented in literary texts
* Talks about how people and ideas are represented in informational texts
* Assumes the reader shares the context, so may not provide sufficient background information
* Discusses the purpose of familiar texts – signs, lists, storybooks
 | * Can articulate some reasons why people write
* Beginning to understand and talk about how characters and events are represented in literary texts
* Beginning to understand and talk about how people and ideas are represented in informational texts
* Assumes the reader shares the context, so may not provide sufficient background information
* Discusses the purpose of some familiar texts – signs, lists, storybooks
 | * Can occasionally articulate some reasons why people write
* Beginning to understand and talk about how characters and events are represented in literary texts
* Beginning to understand and talk about how people and ideas are represented in informational texts
* Assumes the reader shares the context, so does not provide sufficient background information
* Occasionally discusses the purpose of some familiar texts – signs, lists, storybooks
 | * Basic understanding of why people write
* Identifies and talks about characters, people and ideas in a variety of texts
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