Early Writing Rubric

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| **General Expectations for a Student Moving from Early to Transitional 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 Huckleberry  classes:   * 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   * Attempts a small range of familiar texts, either teacher-directed or self-directed * Chooses topics that are personally significant * Has an obvious clear point in writing, and can articulate it   Supporting Details   * Writes simple factual accounts with little elaboration * May include irrelevant detail in written texts   Process/Strategy for Writing   * Draws upon semantic, graphophonic and syntactic knowledge when writing ie text organization, word order * Uses a small range of strategies throughout the writing process – self questioning * Talks or draws as a way to plan before writing * Beginning to proofread and edit own writing when directed * Regularly creates a published text that is beginning to reflect the intended purpose | Main Ideas   * Beginning to attempt/show interest in writing a small range of familiar texts, either teacher-directed or self-directed * Chooses topics that are personally significant * Has a clear point in writing, and can articulate it   Supporting Details   * Writes a few simple factual accounts with little elaboration * May include irrelevant detail in written texts   Process/Strategy for Writing   * Beginning to draw upon semantic, graphophonic and syntactic knowledge when writing ie text organization, word order * Occasionally attempts to use a range of strategies throughout the writing process – self questioning * Occasionally talks or draws as a way to plan before writing * Sporadically creates a published text that is beginning to reflect the intended purpose | Main Ideas   * Attempts a small range of self-directed familiar texts * Chooses topics that are personally significant * Has a clear point in writing, and can articulate it   Supporting Details   * Writes a few simple factual accounts with prompts * May include irrelevant detail in written texts with prompts   Process/Strategy for Writing   * Beginning to draw upon some semantic, graphophonic or syntactic knowledge when writing ie text organization, word order * Uses a variety of strategies throughout the writing process, ie self-questioning, with teacher direction * Occasionally talks or draws as a way to plan before writing | Main Ideas   * Chooses topics that are personally significant * Has a clear point in writing, and can articulate it   Supporting Details   * Uses some strategies to add detail to writing * Relies on illustrations to add detail to writing   Process/Strategy for Writing   * Uses a limited amount of strategies throughout the writing process * Can articulate some understanding of the writing process when asked |
|  | **Organization – 4 Proficient** | **Organization – 3 Solid** | **Organization – 2 Emerging** | **Organization – 1 Beginning** |
|  | * Rewrites known stories in sequence * Attempts to transfer knowledge of text organization to writing i.e. includes heading or a diagram * Writes with a beginning, middle and end with some success * Writes using simple sentences correctly | * Attempts to rewrite known stories in sequence * Demonstrates an understanding of text organization in writing i.e. includes heading or a diagram, but does not apply it with any consistency * Attempts to write with a beginning, middle and end * Usually writes using simple sentences | * Demonstrates and understanding that stores have a beginning, middle and end * Attempts to write with a beginning, middle and end with prompting * Sentence structure is inconsistent | * Rarely uses left to right and top to bottom orientation of print * Consistently leaves a space between words * Beginning to formulate simple sentences with help |
|  | **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   * Begins to show evidence of personal voice in own writing * Recognizes simple devices that authors and illustrators use to influence readers   Use of Text   * With assistance, finds information in texts and records it through drawing or writing key words * Uses rhyme, repetition and rhythm in writing * Innovates on familiar sentence and text patterns. | Voice   * Writes a personal opinion but struggles with adding personal voice * Recognizes some simple devices that authors and illustrators use to influence readers   Use of Text   * With assistance, finds information in texts and attempts to record some of it through drawing or writing key words * Attempts to use rhyme, repetition and rhythm in writing * Innovates on familiar sentence and text patterns. | Voice   * Expresses a personal opinion within a written text * Recognizes that authors and illustrators purposefully influence readers   Use of Text   * With assistance, finds some information in texts and records or articulates it * Attempts to use rhyme, repetition or rhythm in writing * Struggles with the concept of ‘sentence’ | Voice   * Expresses a personal opinion within a written text * Provides reasons to write and can state the purpose and audience of own writing   Use of Text   * Struggles to find information in texts appropriate to purpose or interest and to record it * Has difficulty with rhyming, repetition and/or rhythm |
|  | **Word Choice and Conventions – 4 Proficient** | **Word Choice and Conventions – 3 Solid** | **Word Choice and Conventions – 2 Emerging** | **Word Choice and Conventions – 1 Beginning** |
|  | * Experiments with words drawn from a variety of sources * Spells and uses a small bank of known words correctly * Knows simple letter patterns and the sounds they represent, sh, ch, ee * Writes simple sentences using correct punctuation * Is beginning to use ‘book language’ where appropriate, ie Once upon a time * Links ideas using conjunctions * Experiments with the use of dialogue * Often writes in first person | * Beginning to experiment with words drawn from a variety of sources * Spells and uses a small bank of known words correctly most of the time * Knows some simple letter patterns and the sounds they represent, sh, ch, ee * Writes simple sentences using correct punctuation with some success * Experiments with linking/Occasionally links ideas using conjunctions * Often writes in first person | * Mostly sticks with writing familiar words * Struggles with spelling, and only uses a small bank of known words correctly * Beginning to grasp some simple letter patterns and the sounds they represent, sh, ch, ee * Attempts to write simple sentences and rarely uses correct punctuation * Often writes in first person | * Writes some familiar words with accuracy * Identifies all of the letters of the alphabet and/or the common sounds but struggles with letter patterns * Does not yet write simple sentences and uses punctuation sporadically, not at all, or incorrectly * Only writes in first person or writing often doesn’t make sense |
|  | **Contextual Understanding – 4 Proficient** | **Contextual Understanding – 3 Solid** | **Contextual Understanding – 2 Emerging** | **Contextual Understanding – 1 Beginning** |
|  | * Talks about the purpose of writing and the ideas that need to be included * Explains why characters or events are represented in a particular way when composing literary texts * Explains why people or ideas are represented a particular way when composing informational texts * Initiates writing as a social process * Attempts to orient or create a context for a reader, but may assume a shared context | * With teacher help, talks about the purpose of writing and the ideas that need to be included * Attempts to explain why characters or events are represented in a particular way when composing literary texts * Attempts to explain why people or ideas are represented a particular way when composing informational texts * Beginning to initiate writing as a social process * Attempts to orient or create a context for a reader, but may assume a shared context | * With teacher help, can talk in general terms about the purpose of writing and some of the ideas that need to be included * Attempts to explain why characters or events are represented in a particular way when composing literary texts with minimal success * Attempts to explain why people or ideas are represented a particular way when composing informational texts with minimal success * Assumes a shared context with the reader | * With teacher help, can talk in general terms about the purpose of writing but has difficulty articulating ideas that need to be included * Struggles to explain why characters or events are represented in a particular way when composing literary texts with minimal success * Struggles to explain why people or ideas are represented a particular way when composing informational texts with minimal success * Assumes a shared context with the reader |