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 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* 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
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|  | **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
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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* 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
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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** |
|  | * 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
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|  | **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
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