Transitional Writing Rubric

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| **General Expectations for a Student Moving from Transitional to Conventional 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** |
| * Writes a 5 paragraph essay starting with notes and an outline, with a thesis statement, topic sentences, concrete details with supporting commentary, and a conclusion that supports the thesis. * Knows several ways to take notes * Knows several ways to organize information * Continues with grammar * Displays and increased vocabulary * Continues with voice, organization, and ideas * Edits and Revises * Uses a variety of modes comfortably, such as explanatory/informative, narrative, imaginative, expository, and persuasive, poetry * Includes Research Skills: Note taking, outlines, bibliography, citing sources, primary vs. secondary sources, etc. * Enjoys writing | Main Ideas   * Clear and easy to understand * Idea is generally on topic * Key ideas stand out   Supporting Details   * Brainstorms to elicit ideas and information before writing * Attempts to reorder text/details to clarify meaning, ie moves words, phrases, sentences * Shows a plan to create a published text, with appropriate details, that reflects the intended purpose and needs of the audience * Details are relevant; on topic   Process/Strategy for Writing   * Uses a scoring guide to review, evaluate, and revise writing for meaning and clarity * Revises draft to improve the meaning and focus of writing by adding, deleting, combining, clarifying, and rearranging words and sentences * Edits and proofreads one's own writing conventions using learned tools * Clear use of strategies to prepare such as brainstorming, making lists, mapping, outlining, grouping related ideas, using graphic organizers, and/or taking notes   Outside Resources (if used)   * Selects relevant information from a variety of sources before writing | Main Ideas   * Clear and understandable * Idea is mostly on topic   Supporting Details   * Makes and attempt to brainstorm to elicit ideas and information before writing * Sporadically attempts to reorder text/details to clarify meaning, ie moves words, phrases, sentences * Writing reflects some thought of the intended purpose and needs of the audience * Most details are relevant; on topic   Process/Strategy for Writing   * Attempts to use a scoring guide to review, evaluate, and revise writing for meaning and clarity * Revises draft to improve the meaning and focus of writing by adding, deleting, combining, clarifying, and rearranging words and sentences with some success * Edits and proofreads one's own writing conventions * Attempts to use strategies to prepare such as brainstorming, making lists, mapping, outlining, grouping related ideas, using graphic organizers, and/or taking notes   Outside Resources (if used)   * Selects some relevant information from a variety of sources before writing | Main Ideas   * Not always clear * Ideas may stray from topic   Supporting Details   * Makes little or no attempt to brainstorm ideas and information before writing * Makes some attempt to clarify text/details * Writing reflects some thought of the intended purpose * Some details are relevant and on topic and some details stray off topic   Process/Strategy for Writing   * Reviews the scoring guide but does not use it to evaluate and revise writing for meaning and clarity * Makes some attempt to revise draft * Makes some attempt to edit and proofread one's own writing conventions * Is aware of some strategies to prepare for writing, but doesn’t yet use them fully   Outside Resources (if used)   * Selects some relevant information from a variety of sources before writing | Main Ideas   * Difficult to determine * Writing frequently strays or rambles off topic   Supporting Details   * Jumps into writing without brainstorming ideas/details * Does not got back to clarify text/details * Writing rambles, and does not reflect thought of the intended purpose * Details, if present, are irrelevant and/or stray off topic   Process/Strategy for Writing   * Does not use the scoring guide at all * Makes little or no effort to revise draft * Makes little or no effort to edit and proofread one's own writing conventions * Does not use strategies to prepare for writing   Outside Resources (if used)   * Does not use outside resources independently |
|  | **Organization – 4 Proficient** | **Organization – 3 Solid** | **Organization – 2 Emerging** | **Organization – 1 Beginning** |
|  | Pre-Writing   * Uses planning aids to help organize ideas/Can organize information in multiple ways * Pre-writes in the form of graphic organizers, outlines, etc   Beginning, Middle, and End   * Are all there in paragraph form * Has more than one paragraph with several well-formed sentences * Topic sentences and supporting   details are evident  Paragraphs   * Are evident * Paragraphs have transitions | Pre-Writing   * Pre-writes in the form of graphic organizers   Beginning, Middle, and End   * Are all there * Has at least one paragraph with several well-formed sentences * Has topic sentences with some supporting details   Paragraphs   * Are mostly evident * Paragraphs have some transitions | Pre-Writing   * Pre-writes but does not use available tools consistently   Beginning, Middle, and End   * Beginning or end may not be there * Body (middle) is too short * Has topic sentences with some supporting details   Paragraphs   * Breaks are inconsistent * Paragraphs lack transitions | Pre-Writing   * Does not pre-write   Beginning, Middle, and End   * Difficult to distinguish   Paragraphs   * No breaks |
|  | **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   * Writing shows purpose and intention/considers the audience * Writes with creativity and descriptive language * Shows evidence of personal voice, is individual and expressive * Point of view (if relevant) is evident and supported   Use of Text   * Establishes place, time and situation (if literary) * Finds, records and organizes information to compose specific text * Includes essential information with some elaboration/description | Voice   * Writing shows some thought of purpose and intention/considers the audience * Writes with some creativity and descriptive language * Shows an attempt of creating a personal voice   Use of Text   * Works to establish place, time and situation (if literary) * Mostly includes essential information with some elaboration/description | Voice   * Writing shows interest in the topic but lacks consideration of purpose and intention/ audience * Writing is flat/lacks creativity and descriptive language   Use of Text   * Works to establish place, time and/or situation (if literary) but not all three with success * Is missing some essential information; needs more elaboration/description | Voice   * Writing shows little interest in the topic   Use of Text   * Is not able to establish place, time and/or situation (if literary) successfully * Is missing essential information; lacks elaboration/description |
|  | **Word Choice and Conventions – 4 Proficient** | **Word Choice and Conventions – 3 Solid** | **Word Choice and Conventions – 2 Emerging** | **Word Choice and Conventions – 1 Beginning** |
|  | Word Choice   * Writes in first and third person * Experiments with multi-syllable words with some success * Generally is successful with simple tense * Varies vocabulary to add interest   Conventions   * Generally uses correct grammar, punctuation, and capitalization * Writes dialogue with some success * Spells and uses an increasing number of uncommon words correctly * Experiments with less common punctuation with some success | Word Choice   * Attempts to write in first and third person * Experiments with multi-syllable words * Generally is successful with simple tense * Varies some vocabulary to add interest   Conventions   * Uses correct grammar, punctuation, and capitalization with some errors * Attempts to writes dialogue * Spells and uses common words correctly * Experiments with less common punctuation | Word Choice   * Writes in first or third person but not both * Uses more common words in writing * Tense vacillates   Conventions   * Grammar, punctuation, and capitalization are inconsistent throughout * Dialogue does not fit or does not make sense * Spells and uses most common words correctly | Word Choice   * Uses common words in writing * Uses the same words repetitively * Tense vacillates   Conventions   * Grammar, punctuation, and capitalization are inconsistent or nonexistent * Does not attempt dialogue (if expected) * Inconsistently or incorrectly spells most common words |
|  | **Fluency – 4 Proficient** | **Fluency – 3 Solid** | **Fluency – 2 Emerging** | **Fluency – 1 Beginning** |
|  | * Writing is easy to read out loud and makes sense/Natural cadence, rhythm and flow * Shows some variation to sentence beginnings * Sentences vary in length and complexity * Dialogue, if used, makes sense | * Writing is mostly easy to read out loud and makes sense * Shows an attempt to vary sentence beginnings * Some sentences vary in length and complexity | * Writing is difficult to read out loud in places * Sentences mostly begin the same way * Uses simple sentences | * Writing is choppy and makes little sense when read out loud * Sentences begin the same way and lack variation * Uses simple sentences/lacks sentence structure |
|  | **Contextual Understanding – 4 Proficient** | **Contextual Understanding – 3 Solid** | **Contextual Understanding – 2 Emerging** | **Contextual Understanding – 1 Beginning** |
|  | * Can explain the purpose for the writing and the intended audience * Discusses alternative ways to compose a literary text and to represent characters and events * Chooses topics likely to appeal to a specific audience * Selects an appropriate form of writing for an intended purpose | * Attempts to explain the purpose for the writing and the intended audience * Discusses at least one alternative way to compose a literary text * Chooses at least one topic likely to appeal to a specific audience * Selects at least one form of writing for an intended purpose | * Has difficulty explaining the purpose for the writing and the intended audience * Can discuss various forms of writing but struggles with deciding which form to use for what purpose | * Cannot explain the purpose for the writing or the intended audience * Cannot distinguish/discuss the use of various forms of writing or their purpose |