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
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|  | **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 evidentParagraphs* 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
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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* 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
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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** |
|  | 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
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|  | **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
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|  | **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
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