

Current Grade Level:

Writing Story/Writing from Experience 1

Name:

 *Building Student Success <i>*adaptation of SD71Comox Valley Student Friendly writing rubrics</i>	 Curricular Competency: Create and communicate (writing, speaking, representing)			
	Emerging	Beginning	Developed	Applying
*adaptation of BC Writing Performance Standards (full scale)				
<ul style="list-style-type: none">  Exchange ideas and perspectives to build shared understanding  Create stories and other texts to deepen awareness of self, family, and community  Plan and create a variety of communication forms for different purposes and audiences 				
Meaning (Experience) -ideas and information -details	-may be able to 'read' own writing, but meaning often changes each time -most of the meaning is in the drawing	- sentences and ideas may not be related to each other -little development; few details	- sentences or ideas are related to each other -some detail	- some sense of individuality or originality -develops a topic, often including supporting details that add 'colour'
Meaning (Story) -ideas and information -details	-may be able to 'read' own writing, but meaning often changes each time -most of the meaning is in the drawing -needs details	-often retells another story -recognizable story situation -sometimes there is no story problem -little development, few details -may seem unaware of audience	-some evidence of individuality -identifies characters and situation at the beginning of the story -includes a problem and a solution (solution may be abrupt) -few supporting details -may not consider audience	-some sense of individuality or originality -identifies characters and situation at the beginning of the story -story usually
<ul style="list-style-type: none">  sentence structure: the structure of simple sentences  literary elements and devices: poetic language, figurative language, sound play, images, colour, symbols  writing processes: may including revising, editing and considering audience 				
Style: (Experience/Story) (Clarity and variety of language) Word Choice	-simple words -poetic words are not used	-conversational language; simple words; may repeat a favourite descriptive word or phrase -tries poetic words	-primarily conversational language; may include some description and "story language" (e.g., once upon a time) -effective use of poetic words	-moving toward literary structures; takes risks; shows awareness of the effects of interesting language -clever use of poetic words
Sentence Fluency	-sentences are not complete -sentences begin the same -when "reading" his or her own writing or dictating, may create one long, rambling sentence of a series of short, stilted sentences	-some sentences are complete -some sentences begin differently -repeats simple sentences and patterns (e.g., (and then); -may overuse pronouns to the point where the reader is confused	-sentences are complete -sentence beginnings are varied -may overuse pronouns, but the reader can usually tell to whom the pronouns refer	-beginning to use complex and compound sentences -clever sentence variety -may use dialogue -uses pronouns clearly
<ul style="list-style-type: none">  Identify, organize, and present ideas in a variety of forms structure and elements of story:  Students can use the vocabulary needed to talk about a story, such as <i>beginning, middle, end, and main character</i>, and can follow events in sequence. 				
Form: (Experience) -Follows models or examples -Sequence	-may not resemble the form modelled by the teacher -usually a drawing labelled by a string of letters or one or two sentences that have been dictated to another person	-attempts to follow the form modelled by the teacher -writing may be very brief, with much of the information provided by a drawing	-follows the form modelled by the teacher (e.g., list, web, paragraph -writing makes sense standing alone; there may also be a detailed picture that adds information	-ideas or events are logically connected and sequenced -writing makes sense standing alone; there may also be pictures to add interest or information
Form: (Story) -Beginning, middle, end -Sequence	-often a drawing, labelled by a string of letters or with one or two sentences that have been dictated to another person -may not resemble a story	-tends to be a string of loosely related events—mostly middle – without a real ending -often very brief; much of the story may be told in a drawing -may overuse <i>and</i> to connect ideas	-included beginning, middle, and end; the written story makes sense standing alone -most events are logically connected; may "wander" into a new problem -repeats the same connecting words (e.g., and then)	-includes beginning, middle and end; the written story makes sense standing alone -events are logically connected and sequenced -uses a variety of connecting words (e.g., and, so, then, but, when, after)
<ul style="list-style-type: none">  conventions of Canadian spelling, grammar, and punctuation: common practices in writing, such as capitals and small letters printed legibly; familiar words spelled correctly; and correct use of periods, question marks, and capitals (including capitalized <i>I</i>); introduction to Canadian spelling 				
Conventions -Capital and small letter	-writes in strings of capital letters without spaces; single letters may represent word	-tends to use capital letters; may include some small letters	-includes both capitals and small letters (may be inconsistent)	-includes both capitals and small letters
-Spelling	-may show correct initial consonant for an intended word	-some conventional spelling	-many familiar words are spelled conventionally	-most familiar words are spelled conventionally
-Use of phonics	-not yet able to use sound-symbol relationships (phonics)	-many words spelled phonetically; may need frequent help in applying phonics	-new or unfamiliar words are often spelled phonetically; beginning to use phonics consistently	-independently able to solve spelling problems, usually by applying phonics
-Punctuation	-no punctuation	-may experiment with punctuation; shows some sense of sentences when reading own writing aloud	-includes some punctuation (often applied inconsistently)shows some sense of written sentences	-generally written in sentences; may experiment with a variety of punctuation marks
-Spacing -Legibility	-may be copied or dictated to another person	-parts are legible; other parts may be difficult to read	-legible, although parts may be difficult to read; spaces between most words	legible; there are spaces between the words