

Current Grade Level:

Writing: Personal/To Inform/Story 2

Name:

 *Building Student Success <small>*adaptation of SD71Comox Valley Student Friendly writing rubrics</small>	 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 (Personal) -ideas and information -details	-topic may be hard to determine -often very short little logical detail or description	-some connections to experiences, dislikes, likes -offers some ideas and opinions -irrelevant or repetitious details	-makes connections to personal experiences, likes/dislikes -a series of loosely related ideas and opinions -some relevant ideas	-offers opinions and observations with some development -sense of purpose; ideas are related -relevant details, reasons or examples
Meaning (Information) -ideas and information -details	-little or no accurate information -often very short; omits parts -little logical detail/description	- some accurate information, usually from discussions and guidance -has some required parts -some detail; often irrelevant or repetitious	-accurate basic information -generally includes all required parts; these are often very basic -some specific relevant details	-accurate, logical information, may add parts not discussed in class -often extra detail -relevant explanations, examples and details
Meaning (Story)	-ideas or events not connected -little description -may not have a story problem	-may retell a known story -includes some detail; may be confusing -usually has simple concrete problem	-modelled on known stories -many details loosely relate to story problem - includes a problem, but solution is weak	-sense of individuality -has supporting details -story problems are developed through action; solution less developed
<ul style="list-style-type: none">  sentence structure: the structure of simple/compound sentences  literary elements and devices: poetic language, figurative language, sound play, images, colour, symbols  writing processes: may including revising, editing and considering audience 				
Style: (Personal/Information/Story) Word Choice/Voice	-simple word choices; with mistakes -no personality or care for topic -no thought for the reader	-simple repeated word choices -a hint of personality and care for topic -thought for the reader in parts	-lovely words sprinkled throughout -clear personality and care for topic -engages the reader	-rich word choices allows reader to visualize -personality and passion for topic -a clear understanding of what readers like
Sentence Fluency	-needs teacher's sentence frames -sentences have lots of mistakes	-mostly short sentences -sentences have several mistakes	-some short and medium sentences -long sentences have mistakes; mostly complete sentences	-sentences of different lengths can be read smoothly -written in complete sentences
<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</i>, <i>middle</i>, <i>end</i>, and <i>main character</i>; and can follow events in sequence. 				
Form: (Personal) -Follows models or examples -Sequence	-topic is not clear -sequence is illogical -omits connecting words	-often has no beginning (starts in the middle) -may ramble without a clear sequence or connections -seldom uses connecting words	-opening sentence may signal the topic -ideas are loosely connected, often by time -repeats a few simple connecting words	-a title or opening sentence signals the topic -logically sequences and connected -beginning to use a variety of connecting words
Form: (Information) -Beginning, middle, end -Sequence	-does not resemble the intended form -topic often unclear -sequence is logical -visual features are omitted, inaccurate, or unrelated to the topic	-includes some required features, but may have difficulty with the form -begins in the middle -rambles; little sequence -seldom uses connecting words	-some awareness of form; may omit key features -title signals the topic -logical sequence; may lapse in places -repeats a few simple connecting words	-tries to use basic conventions of form -a title signals the topic; usually has a conclusion -logical sequence -variety of connecting words
Form: (Stories)	-no lead -repeated, basic connections -a series of unrelated events -ending is missing	-has a basic lead -some awkward connections -a series of loosely related event -ending doesn't make sense	-has an engaging lead -smooth connecting words -connected events make sense -a quick ending that solves the problem -new paragraphs when events change	-an engaging lead establishes story purpose -artful connecting words -events really fit together -an ending solves the problem -paragraphs with each new speaker and event
<ul style="list-style-type: none">  conventions: common practices in punctuation (use of a period or question mark at end of sentence) and capitalization (first letter of the first word in sentence, people's names, and pronoun I) 				
Conventions -Spelling	-may omit letters and sounds	-frequent spelling errors (but all sounds are represented)	--most common words are spelled correctly	-most spelling is correct
-Punctuation	-often omits or uses punctuation and capital letters inconsistently	-inconsistent use of capitals and punctuation	-occasional errors in end punctuation; uses capital letters for names, places, first word in sentence	-uses capital letters and end punctuation correctly
Grammar	-frequent errors in pronouns and verbs	-some errors in pronouns and verbs	-most pronouns and verb forms are correct	-uses correct pronouns and verb forms; may make occasional errors