

Current Grade Level:

Writing: Personal/For Information/Story 3

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	-purpose may be unclear -information may be invented or copied -few relevant or accurate details	-purpose often vague -some information may be copied or misinterpreted -some relevant information; little detail or explanation	-clear purpose that is accomplished to some degree -accurate -some explanation, details or examples	-accomplishes the purpose -accurate; may use several sources -explanations, details, or examples make ideas clear
Meaning (Story)	-may not have a "story problem or purpose -few details	-often based on another selection -some details	-some individuality; considers reader's reactions -some supporting details add colour	-some originality and creative development; tries to make an impact -supporting details add "colour"
<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 				
Style: (Personal/Information/Story) Word Choice/Voice	-no personality -shows no care for topic -no thought for the reader -needs juicy words	-a bit of personality or too much of it -some care for topic -thought for the reader in parts	-shows a nice balance of personality -shows care for topic -carefully chosen words and details engage reader	-contains personality -shows passion for topic -shows clear understanding of what readers crave
Sentence Fluency	-many sentences begin the same way -many sentences are all the same length; many run-on and are incomplete	-sentences begin in different ways -one or two sentences are of different lengths; some run-ons; some incomplete	-sentence beginnings are different, but use basic words -mostly short sentences with medium and long ones	-a mixture of interesting sentence beginnings -a mixture of correctly constructed short, medium and long 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	-tends to have a boring, confusing beginning -ideas jump around -no ending or middle -no sentence connections	-some sequence; connections among ideas may be unclear -introduces topic, but often loses focus -some transitions may be abrupt	-logically sequenced -introduces and generally sticks to topic; conclusion may be abrupt -a variety of connecting words	-logically sequenced and connected -clear beginning, middle and end; sticks to topic -smooth transitions
Form: (Information) -Beginning, middle, end -Sequence	-tends to have a boring, confusing beginning -ideas jump around -no ending or middle -no sentence connections -missing graphics -no paragraphs	-a basic beginning so reader knows the topic -some basic ideas are grouped -no ending, but there's a middle -no connections, but writing flows -unclear graphics -attempts paragraphs	-an interesting beginning that sets the stage for the topic -ideas develop smoothly -a weak hint of an ending -uses connecting words -headings and graphics are complete and make sense -shows basic understanding of paragraphs	-beginning fits the topic and readers love it -ideas fit together -an ending that makes sense -smooth connecting words -headings and graphics are clear and helpful -clear paragraphs
Form: (Stories) Beginning, middle, end	-tends to have no lead -missing connections -may be a series of unrelated events -ending is missing -no paragraphs used	-tends to have basic leads -some awkward connections -a series of loosely related events -ending that doesn't make sense -some paragraphs	-has an engaging lead -smooth connecting words -connected events make sense -a quick ending solves the problem -new paragraphs when events change	-an engaging lead that tells readers the 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	-frequent repeated errors in spelling often make the writing hard to understand	-basic spelling and sentence punctuation is correct; errors do not interfere with meaning, although some parts are hard to read	-basic spelling is correct; minor errors do not interfere with meaning	-few errors; these are usually caused by taking risks with newly acquired or complex language
-Punctuation	-often omits or misuses capitals	-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	-may overuse pronouns	- may include errors with commas, quotation marks or agreement	-may overuse some punctuation marks or make occasional errors in agreement