Experimental Writing Rubric

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| **General Expectations for a Student Moving from Experimental to Early 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** |
| Focus in the Trillium and Huckleberry  classes:   * Letter formation * Word development * Sentence structure * Noun/verb relationship * Adjective and Adverb introduction * Proper Punctuation * Spelling * Paragraphs – beginning, middle and end * Ideas * Writing Process through * Narrative * Expository * Poetry * Letter writing * Opinion * Enjoys writing | Main Ideas   * Draws upon topic knowledge when writing * Has a clear point in writing and can articulate it   Supporting Details   * Uses a limited amount of strategies to add detail to writing * Creates illustrations to match the text   Process/Strategy for Writing   * Uses known words from the environment in own writing * Reads back what has been written * Uses a limited amount of spelling strategies learned. * Uses a limited amount of strategies throughout the writing process * Responds to questions about the writing process with limited understanding. i.e. “How do you write?” “You think of a story and write the words.” | Main Ideas   * Draws on topic knowledge with some success * The purpose/point is generally clear but not easily articulated when asked to explain   Supporting Details   * Attempts to use strategies to add detail with some success * Creates illustrations to match the text   Process/Strategy for Writing   * Attempts to use known words from the environment in writing * Reads back what has been written with some accuracy * Attempts to use spelling strategies * Attempts to use strategies for writing with minimal success * Responds to questions about the writing process with limited understanding. i.e. “How do you write?” “You think of a story and write the words.” | Main Ideas   * Tries to draw on topic knowledge, but generally falls back on personal experience * The purpose/point are not always clear to the reader or the student   Supporting Details   * Occasionally attempts to add details with limited success * Most illustrations match the text   Process/Strategy for Writing   * Uses some known words and some copied print from the environment * Inconsistently uses spelling strategies * Occasionally uses strategies for writing, with prompts from teacher * Answers to questions about the writing process are basic, non-existent, or minimal | Main Ideas   * Relies solely on personal experience to write * Story line strays, and makes little sense to the reader or student   Supporting Details   * Added details do not match the story being told; or are non-existent * Limited to no illustrations that may or may not match the text   Process/Strategy for Writing   * Relies mostly on copied print from the environment * Spelling is a struggle and inconsistent * Uses few writing strategies, or resists using them, even with teacher prompts * Answers to questions about the writing process are basic, non-existent, or minimal |
|  | **Organization – 4 Proficient** | **Organization – 3 Solid** | **Organization – 2 Emerging** | **Organization – 1 Beginning** |
|  | * Uses left to right and top to bottom orientation of print * Leaves a space between words and word-like clusters of letters | * Uses left to right and top to bottom orientation of print * Mostly remember to leave a space between words and word-like clusters of letters | * Uses left to right and top to bottom orientation of print with some consistency * Inconsistently leaves a space between words and word-like clusters of letters | * Rarely uses left to right and top to bottom orientation of print * Rarely leaves a space between words and word-like clusters of letters |
|  | **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   * Provides reasons to write and can state the purpose and audience of own writing * Expresses a personal opinion with a written text * Uses appropriate inflection when dictating or reading a story or message   Use of Text   * Uses writing to communicate a message * With assistance, finds information in texts appropriate to purpose or interest * Writes by repeating the same beginning patterns ie I like cats. I like dogs * Knows that print and drawing can be used together to convey meaning | Voice   * Provides reasons to write and usually can state the purpose and audience of own writing * Attempts to express a personal opinion with a written text with some success * Mostly uses appropriate inflection when dictating or reading a story or message   Use of Text   * Uses writing to communicate a message * With assistance, can occasionally find information in texts appropriate to purpose or interest * Writing is starting to contain repeating of the same beginning patterns ie I like cats. I like dogs * Knows that print and drawing can be used together to convey meaning | Voice   * Provides some reasons to write, usually states the purpose for writing but struggles with understanding audience * Attempts to express a personal opinion with a written text with minimal success * Attempts to use inflection when dictating or reading a story or message   Use of Text   * Occasionally uses writing to communicate a message * Struggles with finding information in texts appropriate to purpose or interest * Writing is simple, without the use of basic patterns * Has a general understanding that print and drawing can be used together to convey meaning | Voice   * Provides generalized reasons to write, but struggles with stating the purpose and audience for writing * Does not make the connection between having a personal opinion and written text * Attempts to use inflection when dictating or reading a story or message   Use of Text   * Attempts to use writing to communicate a message * Writing is simple, may dictate to an adult some of what they want written * Has a general understanding that print and drawing can be used together to convey meaning |
|  | **Word Choice and Conventions – 4 Proficient** | **Word Choice and Conventions – 3 Solid** | **Word Choice and Conventions – 2 Emerging** | **Word Choice and Conventions – 1 Beginning** |
|  | * Writes using simple language structures I like… I see… * Demonstrates one-to-one correspondence between written and spoken word (word-points when reading back own writing) * Beginning to demonstrate an understanding of the conventions of print * Identifies all of the letters of the alphabet by name and/or by common sounds * Knows some simple common letter patterns * Uses knowledge of rhyme to spell * Often begins sentences with “I” or “We” | * Occasionally uses simple language structures I like… I see… * Usually demonstrates one-to-one correspondence between written and spoken word (word-points when reading back own writing) * Beginning to demonstrate an understanding of the conventions of print * Identifies all of the letters of the alphabet by name and/or by common sounds with some success * Knows a few simple common letter patterns * Attempts to use knowledge of rhyme to spell | * Beginning to use simple language structures I like… I see… * Beginning to use one-to-one correspondence between written and spoken word (word-points when reading back own writing) * Struggles with understanding the conventions of print * Identifies some of the letters of the alphabet by name and/or by common sounds with success * Attempts to use knowledge of rhyme to spell | * Does not yet use simple language structures I like… I see… * When prompted, will use one-to-one correspondence between written and spoken word (word-points when reading back own writing) * Attempts spacing of words and letters, with some success * Identifies some of the letters of the alphabet by name and/or by common sounds with minimal success * Imitates some word patterns and demonstrates an understanding of some word patterns |
|  | **Contextual Understanding – 4 Proficient** | **Contextual Understanding – 3 Solid** | **Contextual Understanding – 2 Emerging** | **Contextual Understanding – 1 Beginning** |
|  | * Can articulate reasons why people write * Talks about how characters and events are represented in literary texts * Talks about how people and ideas are represented in informational texts * Assumes the reader shares the context, so may not provide sufficient background information * Discusses the purpose of familiar texts – signs, lists, storybooks | * Can articulate some reasons why people write * Beginning to understand and talk about how characters and events are represented in literary texts * Beginning to understand and talk about how people and ideas are represented in informational texts * Assumes the reader shares the context, so may not provide sufficient background information * Discusses the purpose of some familiar texts – signs, lists, storybooks | * Can occasionally articulate some reasons why people write * Beginning to understand and talk about how characters and events are represented in literary texts * Beginning to understand and talk about how people and ideas are represented in informational texts * Assumes the reader shares the context, so does not provide sufficient background information * Occasionally discusses the purpose of some familiar texts – signs, lists, storybooks | * Basic understanding of why people write * Identifies and talks about characters, people and ideas in a variety of texts |