Role Play Writing Rubric

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| **General Expectations for a Student Moving from Role Play to Experimental 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 Huckleberryclasses:* 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* Uses personal experience in ‘writing’
* Has a clear point in writing

Supporting Details* Tells others what has been written or drawn
* Draws pictures to support writing

Process/Strategy for Writing* Copies print from the environment
* Uses letters from own name to generate writing
* Voices thoughts before and during writing
* Asks questions about printed words, signs, messages, etc.
* Uses some strategies such as ‘sounding out’ to form words
 | Main Ideas* Uses personal experience in ‘writing’
* The purpose/point is generally clear

Supporting Details* Is usually able to tell others what has been written or drawn
* Pictures don’t always support the writing

Process/Strategy for Writing* Attempts to copy print from the environment
* Uses letters from own name to generate writing
* Occasionally voices thoughts before and during writing
* Asks some questions about printed words, signs, messages, etc.
* Uses some strategies such as ‘sounding out’ with reminders
 | Main Ideas* Uses personal experience in ‘writing’
* The purpose/point is generally unclear

Supporting Details* Sometimes unable to tell the story behind what was written or drawn
* Pictures rarely support the writing

Process/Strategy for Writing* Uses some copied print from the environment along with made up print
* Attempts to use letters from own name to generate writing
* Rarely voices thoughts before and during writing
* Uses some strategies such as ‘sounding out’ with reminders and teacher or peer help
 | Main Ideas* Unsure how to get started
* Story line strays or makes no sense

Supporting Details* Writing and/or picture do not match the story being told
* No pictures or pictures have nothing to do with the writing

Process/Strategy for Writing* Print is generally made up
* Letter formation is slow and cumbersome, including writing of own name
* Struggles with having ideas for writing and/or drawing
* Does not use strategies such as ‘sounding out’ to write
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|  | **Organization – 4 Proficient** | **Organization – 3 Solid** | **Organization – 2 Emerging** | **Organization – 1 Beginning** |
|  | * Writes letters and symbols across the page
* Writes most letters correctly - mixes letters, numerals, and invented letter shapes
 | * Most letters and symbols are written across the page
* Occasionally writes letters correctly - mixes letters, numerals, and invented letter shapes
 | * Writes letters and symbols randomly
* Sporadically writes letters correctly - mixes letters, numerals, and invented letter shapes
 | * Writes letters and symbols all over the page
* Writes few if any letters or numbers correctly
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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* Is aware that print carries a message
* Can dictate a story or message with story language
* Uses some appropriate inflection when dictating a story or message
* States purpose or audience for writing

Use of Text* Dictates to an adult what they want written
* Makes horizontal or linear scribbles and letters with some breaks to simulate writing
 | Voice* Is aware that print carries a message
* Usually can dictate a story or message with story language
* Occasionally uses some inflection when dictating a story or message
* Occasionally is able to state purpose or audience for writing

Use of Text* Dictates to an adult what they want written
* Occasionally makes horizontal or linear scribbles and letters, and sometimes adds breaks to simulate writing
 | Voice* Is aware that print carries a message
* Can dictate a story or message with story language
* Attempts to use inflection when dictating a story or message
* Rarely able to state purpose or audience for writing

Use of Text* Most of the time dictates to an adult what they want written
* Occasionally makes horizontal or linear scribbles and letters
 | Voice* Dictated stories or messages are confusing and rarely include story language
* Uses improper inflection when dictating a story or message or uses none
* Rarely connects writing or drawing to an audience or purpose

Use of Text* Dictates to an adult what they want written
* Scribbles and letters are all over the paper
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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** |
|  | * Writes letter strings
* Attempts to create standard letters with success
* May place letters randomly on page
* Attempts spacing of words, letters, symbols, or pictures
* Student interpretation needed to understand text/pictures
* Is beginning to imitate word patterns
* Pictures often stand for words and phrases
 | * Usually writes letter strings
* Attempts to create standard letters with some success
* May place letters randomly on page
* May attempt spacing of words, letters, symbols, or pictures
* Student interpretation needed to understand text/pictures, but student sometimes gets confused
* Pictures often stand for words and phrases
 | * Attempts to write letter strings
* Creates very few standard letters
* Often times places letters randomly on page
* May attempt spacing of words, letters, symbols, or pictures
* Student interpretation needed to understand text/pictures, but student often gets confused or off track
* Pictures may or may not stand for words and phrases
 | * Never writes letter strings
* Does not create standard letters
* Letters are usually or always placed randomly on page
* Does not attempt spacing of words, letters, symbols, or pictures
* Unable to interpret text/pictures
* Pictures, if present, do not relate to the story or message
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|  | **Contextual Understanding – 4 Proficient** | **Contextual Understanding – 3 Solid** | **Contextual Understanding – 2 Emerging** | **Contextual Understanding – 1 Beginning** |
|  | * Understands that writing and drawing are different
* Attempts to write own name successfully
* Thinks writing can be read by others
* Identifies and talks about characters, people, ideas in texts
* Role plays writing for a purpose
 | * Understands that writing and drawing are different
* Attempts to write own name
* Thinks writing can be read by others
* Mostly identifies and talks about characters, people, ideas in texts
* Frequently role plays writing for a purpose
 | * Mostly understands that writing and drawing are different
* Attempts to write own name
* Has difficulty identifying and talking about characters, people, ideas in texts
* Rarely role plays writing for a purpose
 | * Drawing and writing are viewed as the same
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