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 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   * 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 |
|  | **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 |
|  | **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 |
|  | **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 |
|  | **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 |