Proficient Writing Rubric

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| **General Expectations for a Student Moving from Conventional to Proficient 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** |
| * Minimum of 3 to 4 page Analytical essay with clear thesis and supporting statements with textual evidence and quotes * Compare and Contrast * Uses and cites evidence from literary or informational texts to support analysis * Effectively writes to an audience * Strong voice * Adapts and adjust writing to suit purpose * Expanded vocabulary and uses it in writing * Writes effectively in first and third person * Writes text containing complex and abstract themes or issues * Beginning to use metalanguage associated with writing: perspective, nuance, linguistic conventions * Accurately spells * Selects and uses appropriate computer program for publication * Understands and applies multiple ways to research, take notes, outline, cite sources, etc. | Main Ideas   * Develops topics fully * Writes texts containing complex and abstract themes or issues   Supporting Details   * Efficiently brainstorms to elicit ideas and information before writing * Writes to define, clarify, and develop ideas and express creativity * Details are relevant and appropriately succinct   Process/Strategy for Writing   * When writing consciously adds to semantic, graphophonic and syntactic knowledge as required * Selects appropriate strategies to use throughout the writing process * Refines writing to enhance impact * Plans for writing in efficient and effective ways * Takes notes, selects and synthesizes relevant information and plans text sequence * Edits and proofreads for precision * Reviews writing holistically to ensure effectiveness * Selects computer software for efficient and effective publication of different texts   Outside Resources (if used)   * Applies knowledge of copyright and plagiarism regulations when creating texts | Main Ideas   * Mostly develops topics fully * Often writes texts containing complex and abstract themes or issues   Supporting Details   * Brainstorms to elicit ideas and information before writing * Mostly writes to define, clarify, and develop ideas and express creativity * Details are relevant and usually succinct   Process/Strategy for Writing   * Attempts to consciously add to semantic, graphophonic and syntactic knowledge as required * Attempts to select appropriate strategies to use throughout the writing process * Refines writing to enhance impact with some success * Generally plans for writing in efficient and effective ways * Takes notes, selects and synthesizes relevant information and plans text sequence with some success * Edits and proofreads for precision with some success * Attempts to review writing holistically to ensure effectiveness * Occasionally selects computer software for efficient and effective publication of different texts   Outside Resources (if used)   * Applies some knowledge of copyright and plagiarism regulations when creating texts | Main Ideas   * Develops topics fully with minimal success * Attempts to write texts containing complex and abstract themes or issues   Supporting Details   * Brainstorms to elicit ideas and information before writing with teacher help/prompt * Sporadically writes to define, clarify, and develop ideas and express creativity * Details are relevant but not always succinct   Process/Strategy for Writing   * Struggles to consciously add to semantic, graphophonic and syntactic knowledge as required * Attempts to select appropriate strategies to use throughout the writing process with some success * Occasionally attempts to refine writing to enhance impact or does so with little success * Struggles to plan for writing in efficient and effective ways; Planning is occasionally disorganized * Attempts to take notes, select and synthesize relevant information and plan text sequence with minimal success * Sporadically edits and proofreads for precision * Reviews sections of writing to ensure effectiveness * Selects computer software for efficient and effective publication of different texts with minimal success/with teacher help   Outside Resources (if used)   * Struggles to apply knowledge of copyright and plagiarism regulations when creating texts/or Lacks an understanding of regulations | Main Ideas   * Struggles to develop topics fully * Does not attempt to write texts containing complex and abstract themes or issues/or Attempts are not successful   Supporting Details   * Rarely brainstorms to elicit ideas and information before writing * Unable to/doesn’t writes to define, clarify, and develop ideas and express creativity * Details are not always relevant   Process/Strategy for Writing   * Struggles to understand how to add to semantic, graphophonic and syntactic knowledge as required * Struggles with determining appropriate strategies to use throughout the writing process * Does not refine writing to enhance impact * Planning is disorganized or nonexistent * Struggles to take notes, select and synthesize relevant information and plan text sequence * Edits and proofreads basic text only * Rarely reviews writing to ensure effectiveness * Unable to select computer software for efficient and effective publication of different texts   Outside Resources (if used)   * Does not understand/apply copyright and plagiarism regulations when creating texts |
|  | **Organization – 4 Proficient** | **Organization – 3 Solid** | **Organization – 2 Emerging** | **Organization – 1 Beginning** |
|  | Pre-Writing   * Uses planning aids to help organize ideas efficiently and effectively * Pre-writes in the form of graphic organizers, outlines, etc based on writing needs/ requirements   Beginning, Middle, and End   * Organizes paragraphs logically to form a cohesive text * Demonstrates and accurately applies knowledge of differences in organization, structure and language features of a range of texts when writing * Demonstrates an understanding that writing needs to flow from beginning to end with sufficient, accurate and succinct detail   Paragraphs   * Writes a variety of simple, compound and complex sentences to create a well-developed paragraph using correct punctuation * Develops a paragraph by writing a clear topic sentence and including sufficient and supporting information * Paragraphs have strong and varied transitions | Pre-Writing   * Uses planning aids to help organize ideas with some efficiency * Pre-writes in the form of graphic organizers, outlines, etc and attempts to adjust use based on writing needs/requirements. * Is working to find a strategy that works well and that can be used efficiently and effectively   Beginning, Middle, and End   * Most of the time organizes paragraphs logically to form a cohesive text * Demonstrates and works to apply knowledge of differences in organization, structure and language features of a range of texts when writing * Understands that writing needs to flow from beginning to end with sufficient, accurate and succinct detail   Paragraphs   * Writes a variety of simple, compound and complex sentences using correct punctuation * Develops a paragraph by writing a clear topic sentence and including supporting information * Most paragraphs have strong and varied transitions | Pre-Writing   * Occasionally uses planning aids to help organize ideas. Might require teacher prompting * Pre-writes in the form of graphic organizers, outlines, etc and attempts to adjust use with minimal success * Continues to experiment with strategies to help organize writing   Beginning, Middle, and End   * Organizes paragraphs to form a cohesive text that isn’t always logical * Struggles to apply knowledge of differences in organization, structure and language features of a range of texts when writing * Understands that writing needs to flow from beginning to end but struggles with that flow   Paragraphs   * Attempts to write a variety of simple, compound and complex sentences using correct punctuation * Struggles to develop a paragraph by writing a topic sentence and including supporting information * Some paragraphs have strong and varied transitions | Pre-Writing   * Use of planning aids is minimal/non-existent * Pre-writes in the form of graphic organizers, outlines, etc but struggles to adjust based on writing needs/requirements * Struggles with the use of strategies to help organize writing   Beginning, Middle, and End   * Struggles to organize paragraphs logically and cohesively * Rarely/Never applies knowledge of differences in organization, structure and language features of a range of texts when writing * Writing does not reflect an understanding of flow from beginning to end   Paragraphs   * Makes little to no attempt to write a variety of simple, compound and complex sentences using correct punctuation * Paragraphs are confusing and often stray from the main topic * Struggles with writing transitions appropriately or at all |
|  | **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   * Writes with conviction, using a strong personal voice * Writes to define, clarify, and develop ideas and express creativity * Judges the effectiveness of using active or passive voice   Use of Text   * Controls the crafting of a large repertoire of texts * Critiques own texts by evaluating the information retrieved, recorded and organized * Constructs sustained and unified literary texts * Writes extended informational texts using a variety of sources of information * Uses the metalanguage associated with writing (structure, function, device) | Voice   * Writing shows some conviction and the use of a strong personal voice * Mostly writes to define, clarify, and develop ideas and express creativity * Attempts to use active or passive voice appropriately   Use of Text   * Some evidence of crafting of a large repertoire of texts * Critiques some of own texts by evaluating the information retrieved, recorded and organized * Attempts to construct sustained and unified literary texts * Writes extended informational texts using a more than three sources of information * Uses the metalanguage associated with writing (structure, function, device) | Voice   * Attempts to write with conviction and the use of a strong personal voice with some success * Struggles to clearly define, clarify, and develop ideas and express creativity   Use of Text   * Little evidence of crafting of a large repertoire of texts * Attempts to critique some of own texts by evaluating the information retrieved, recorded and organized * Attempts to construct sustained and unified literary texts with minimal success * Struggles to write extended informational texts; uses one or two sources of information * Mostly uses the metalanguage associated with writing (structure, function, device) | Voice   * Struggles with how to write with conviction and to successfully use a strong personal voice * Rarely attempts to define, clarify, and develop ideas and express creativity or does so with little success   Use of Text   * Does not attempt to craft a large repertoire of texts; writing is unoriginal * Does not critique own texts * Does not construct sustained and unified literary texts * Does not write extended informational texts; does not use sources correctly * Misuses the metalanguage associated with writing (structure, function, device) |
|  | **Word Choice and Conventions – 4 Proficient** | **Word Choice and Conventions – 3 Solid** | **Word Choice and Conventions – 2 Emerging** | **Word Choice and Conventions – 1 Beginning** |
|  | Word Choice   * Selects vocabulary for its shades of meaning and effect * Chooses appropriate words to create atmosphere and mood * Sustains appropriate language throughout * Can discuss choice of words, clauses or phrases, and their impact on style   Conventions   * Has accumulated an extensive bank of known words that are spelled and used correctly * Uses grammatically complex sentences appropriately and correctly * Uses punctuation to enhance meaning * Discusses and accurately uses conjunctions ie although, neither | Word Choice   * Selects vocabulary for its shades of meaning and effect with some success * Chooses appropriate words to create atmosphere and mood with some success * Mostly sustains appropriate language throughout * Beginning to discuss choice of words, clauses or phrases, and their impact on style   Conventions   * Has started to accumulate an extensive bank of known words that are spelled and used correctly * Mostly uses grammatically complex sentences appropriately and correctly * Uses punctuation to enhance meaning with some success * Attempts to discusses and accurately use conjunctions ie although, neither | Word Choice   * Attempts to select vocabulary for its shades of meaning and effect with minimal success * Struggles to choose appropriate words to create atmosphere and mood * Mostly sustains appropriate language throughout * Struggles with how to discuss choice of words, clauses or phrases, and their impact on style   Conventions   * Mostly uses simple, known words that are generally spelled and used correctly * Struggles with using grammatically complex sentences appropriately and correctly * May attempt to use punctuation to enhance meaning, but is rarely successful * Attempts to accurately use conjunctions ie although, neither | Word Choice   * Select simple vocabulary before or instead of attempting more complex words * Sustains appropriate language throughout, but language is simple/basic * Unable to discuss choice of words, clauses or phrases, and their impact on style   Conventions   * Mostly uses simple, known words that may or may not be spelled correctly * Struggles with using grammatically complex sentences appropriately and correctly * Uses basic punctuation * Does not accurately use conjunctions, or does not use them at all ie although, neither |
|  | **Fluency – 4 Proficient** | **Fluency – 3 Solid** | **Fluency – 2 Emerging** | **Fluency – 1 Beginning** |
|  | * Refines writing to enhance impact * Writing is easy to read out loud and makes sense/Natural cadence, rhythm and flow * Shows considerable variation to sentence beginnings * Sentences vary in length and complexity * Dialogue, if used, makes sense and is used correctly | * Writing is mostly easy to read out loud and makes sense * Shows variation to sentence beginnings * Most sentences vary in length and complexity * Dialogue, if used, mostly makes sense and is used correctly | * Writing is difficult to read out loud and/or does not make sense * Sentences mostly begin the same way * Uses simple sentences with some attempts at more complex sentences * Dialogue, if used, is difficult to follow and not always used correctly | * Writing is choppy and makes little sense when read out loud * Sentences begin the same way and lack variation * Uses simple sentences/lacks sentence structure * Dialogue is not attempted or makes no sense |
|  | **Contextual Understanding – 4 Proficient** | **Contextual Understanding – 3 Solid** | **Contextual Understanding – 2 Emerging** | **Contextual Understanding – 1 Beginning** |
|  | * Makes critical choices about the composition of a text to suit different purposes and to influence audiences * Consciously provokes positive or negative responses through the representation of characters and events in literary texts * Consciously provokes positive or negative responses through the representation of people and ideas in informational texts * Selects devices designed to enhance impact on or to influence a particular audience * Can write about one topic from different points of view * Demonstrates the ability to view writing from a reader’s perspective | * Attempts to make critical choices about the composition of a text to suit different purposes and to influence audiences * Consciously provokes positive or negative responses through the representation of characters and events in literary texts with some success * Consciously provokes positive or negative responses through the representation of people and ideas in informational texts with some success * Attempts to select devices designed to enhance impact on or to influence a particular audience * Attempts to write about one topic from different points of view and has some success * Beginning ability to view writing from a reader’s perspective | * Attempts to make critical choices about the composition of a text to suit different purposes and to influence audiences with minimal success * Struggles to consciously provoke positive or negative responses through the representation of characters and events in literary texts * Struggles to consciously provoke positive or negative responses through the representation of people and ideas in informational texts * Struggles to select devices designed to enhance impact on or to influence a particular audience * Attempts to write about one topic from different points of view are not successful * Beginning ability to view writing from a reader’s perspective | * Does not attempt to make critical choices about the composition of a text to suit different purposes and to influence audiences * Does not consciously provoke positive or negative responses through the representation of characters and events in literary texts * Does not consciously provoke positive or negative responses through the representation of people and ideas in informational texts * Does not select devices designed to enhance impact on or to influence a particular audience * Shows little to know interest to view writing from a reader’s perspective |