Proficient Writing Rubric

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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
 |