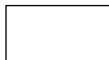


Final "Good" Copy Drafting Project

Name: _____

Category	Excelling	Meeting	Beginning to Meet	Needs Work
<p>Printed Typed copy of term 2's 5 rough draft assignments</p> <p>1. The Best Book (persuasive writing) 2. Summer Solstice (explanatory writing) 3. Dear Santa (personal letter writing) 4. Willowgrove Cafeteria (opinion writing) 5. Farming Story (narrative writing)</p>	<p>-completed a good final typed copy for all 5 writing projects</p> <p>-has a neatly coloured illustration that used all the space and supported each of the 5 pieces of writing</p>	<p>-completed 3 "good" final typed copies</p> <p>-each has a coloured illustration to support the writing</p>	<p>-completed one final typed copy</p> <p>-has an illustration to support the topic</p> <p>-has some scribbles or doodles that do not support theme of writing</p>	<p>-has not completed any of the final good copies in typing</p> <p>-has partially completed "good copies"</p> <p>-are missing illustrations to support writing</p> <p>-illustrations are scribbled or done very quickly</p>
<p>Use of Dictionary Skills and Thesaurus Skills</p> <p>Word Choice:</p> <p>*new vocabulary *interesting language *elicit emotions for persuading or expressing opinions. *descriptive words *writing to inform *voice and variety of expressive language *dictionary use *thesaurus use</p>	<p>-used a dictionary and thesaurus for using new word forms (synonyms) of high frequency vocabulary (to replace common everyday words)</p> <p>-uses a thesaurus to explore richer vocabulary choices and dynamic language that clearly advance the purpose for writing</p> <p>-language used creates vivid images by using dynamic adjectives, adverbs, and descriptive language to make writing more exciting</p>	<p>-uses precise, accurate and "every day" words properly to explain meaning</p> <p>-avoids over-using common words (ex, ran, run, go, went)</p> <p>-experiments with new and different word forms with some success</p> <p>-uses stronger language choices for the purpose of writing (ex. persuasive and convincing language for best book or "Willow grove Cafeteria")</p> <p>-is starting to develop a voice in writing</p>	<p>- did not use a dictionary or thesaurus to experiment with new word forms</p> <p>-most of the writing uses basic language or high frequency words correctly</p> <p>- repeats many of the same words</p> <p>-writing is two dimensional- words used correctly but does not enhance writing</p> <p>-is beginning to use descriptive words to create images</p> <p>-is beginning to use general or ordinary words in an interesting way</p>	<p>-high sight vocabulary words are used excessively</p> <p>-descriptive words are not used at all (tired words: go, went, bad, good, nice, run,)</p> <p>-expression of ideas, is vague, lacks clarity or is confusing</p> <p>- limited range of words or vocabulary used</p> <p>- may have little awareness of reader or audience</p> <p>-every day words are used incorrectly</p>
<p>Language Conventions & Mechanics</p> <p>*grammar *spelling *punctuation *makes sense *capitalization</p>	<p>There are no errors:</p> <p>-spelling -capitalization -punctuation -meaning (grammar)</p>	<p>There are only one or two errors per writing piece:</p> <p>-spelling -capitalization -punctuation -meaning -grammar usage</p>	<p>-There are three to five errors:</p> <p>-spelling -capitalization -punctuation -meaning -grammar usage</p>	<p>There are many errors:</p> <p>-spelling -capitalization -punctuation -meaning -grammar usage</p>
<p>Paragraph Conventions:</p> <p>*proper indenting, margins and spacing *titles</p>	<p>-has a strong introductory topic sentence for all writing assignments</p> <p>-has a strong, summary concluding sentence to close each paragraph</p>	<p>-has an appropriate title for each pre-writing</p> <p>-most paragraphs have strong topic sentences</p> <p>- have concluding sentences</p>	<p>-has a topic sentences but is not very strong or descriptive</p> <p>-has a concluding sentence that does not summarize but ends the writing</p>	<p>-topic sentences are weak (ex this paragraph is about....)</p>

<p>*underlining title of books *use of topic sentences *use of 3 supporting details *closing sentence</p>	<p>-has proper indenting, proper spacing or organization for each writing piece -has all titles spelled correctly, proper capitalization (upper case for each word in the title only) and underlined -has exceptional paragraph conventions for every paragraph: *a descriptive introductory topic sentence, three well organized, detailed supporting sentences and a summative conclusion</p>	<p>-paragraphs are organized in a logical sequence and stay on topic -paragraph structures have proper indenting and the body of paragraph go to the margin -assignment structure is correct for each writing assignment (ie greeting, address and salutations for letter writing) -properly uses indenting and paragraphing conventions when showing dialogue or speech</p>	<p>-does not have proper sequence, organization of details, or 3 supporting details for paragraph -title is misspelled, has improper capitalization -title is in all CAPS -writing misses structure or format for some assignments (ie. greeting, address and salutations for letter writing)</p>	<p>-title is expected to cover both topic sentences and title -topic sentences are not used-just jumps into writing -there are no closing sentences for paragraph, writing just ends</p>
<p>Sentence Fluency: *sentence variety *new conventions and variety of punctuation, : ; “ *creative sentence structure *complex sentence structures</p>	<p>-has a variety of sentence structures and lengths (ie compound sentences that use transition words, interjections or conjunctions) -all sentences start differently and work with the flow of sentences -consistently uses different sentence forms: questions, exclamations, complex sentences -properly uses a variety of punctuation in writing to show emphasis or voice: -parenthesis for additional information () -“ and” for speaking dialogue -properly creates complex sentence structures by combining ideas and grouping together with commas and colons (: ; and ,)</p>	<p>-has no run on or rambling sentences -most sentences start differently -most sentences have variation in length and structure -is starting to use different sentence forms: questions, complex (two or more ideas are grouped together with transition words) and compound sentences -sentences flow naturally -writing transitions supporting details in a logical sequence from one idea to the next</p>	<p>-has some improper sentences or incomplete sentences -has some rambling on sentences -has some variation in sentence structure and length -uses a lot of simple sentences -has some variation in sentence beginnings -is beginning to use other sentence types with new punctuation -attempts new types of sentences but has incorrect organization, structure, or use (ie speech)</p>	<p>-writes run on rambling sentences -has no variety in sentence structure or length -has no variation in sentence beginnings -has no flow in sentences -not all sentences are correct or are incomplete sentences</p>



Student assessment



Teacher assessment