

# Final "Good" Copy Drafting Project

Name: \_\_\_\_\_

Category	Excelling	Meeting	Beginning to Meet	Needs Work
<p><b>Printed Typed copy of term 2's 5 rough draft assignments</b></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><b>Use of Dictionary Skills and Thesaurus Skills</b></p> <p><b>Word Choice:</b></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><b>Language Conventions &amp; Mechanics</b></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><b>Paragraph Conventions:</b></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><b>*underlining title of books</b>  <b>*use of topic sentences</b>  <b>*use of 3 supporting details</b>  <b>*closing sentence</b></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><b>Sentence Fluency:</b>  <b>*sentence variety</b>  <b>*new conventions and variety of punctuation, : ; “</b>  <b>*creative sentence structure</b>  <b>*complex sentence structures</b></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**