**Purpose Writing Project: Writing to Entertain** Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Category** |  **Excelling** |  **Meeting** | **Beginning to**  **Meet** |  **Needs Work** |
| **Pre-writing criteria:**\*card #\*prompt\*graphic organizer\*rough draft double spaced writing\*edits, revisions to draft | Exceptional thorough development of: -has # of purpose writing prompt written in full detail (no errors)-has a detailed graphic organizer that covers plot and characters (5 points)-has 2 pages of writing, double spaced (300 words +)-has edits, revisions, corrected spelling errors, and better vocabulary from a thesaurus | Has most criteria adequately developed: -has # of purpose writing prompt written - has a detailed graphic organizer that covers plot in point form: beginning, middle, end-has a minimum of 3 paragraphs of writing-there are 6-10 sentences per paragraph-has self-edited for spelling, errors, and better vocabulary | Briefly or vaguely develops or is partially done:- # of purpose writing prompt written - jot notes on a graphic organizer that plans: beginning, middle, end-has 1-2 paragraphs of writing-paragraphs are brief, 3 sentences each-edits for spelling, errors, and better vocabulary | Does not have or is missing:-# or Prompt-a graphic organizer-a complete rough draft-no edits, revisionserrors are not fixed |
| **Organization:**\**beginning* (introduction to character, setting and plot)\**middle* (plot development)\**end* (climax and conclusion | -has fascinating topic sentences for each paragraph -an interesting beginning that captures a reader’s interest -uses a variety of transitional strategies to develop plot/problem-logical sequence of events from beginning to end-exceptional conclusion after climax of story | -beginning works well in establishing one- or two-story elements-there is some transition from one idea to the next-has logical sequence of events-key ideas are beginning to show-problem/conflict in narrative is evident-there is a solution to the problem-has a conclusion or ending | -beginning doesn’t use an introduction that includes many of the story elements-there isn’t much development to plot or transition to how events happen in order-vague detail or organization of ideas-transitions lack structure-has a brief middle or build up to climax-story has a brief ending | Writing lacks an appropriate:\*beginning\*middle (support or build up)\*end-connections between ideas are confusing-no sense of beginning or end-ordering or sequencing not apparent-story doesn’t make sense |
| **Word Choice:**\*new vocabulary\*interesting language\*elicit emotions\*descriptive words\*voice and variety of expressive language | -creates vivid images in a natural way-uses precise, accurate and original words properly-everyday words used well-uses a variety of word forms, synonyms, and descriptive language-uses sensory, concrete, andfigurative languageclearly advance thepurpose for writing  | -experiments with new and different word forms with some success-attempts to use descriptive words to create images-uses favourite words correctly-uses general or ordinary words -words are used creatively to explain ideas further-words used correctly but doesn’t enhance writing | -uses basic language-repeats words using many of the same or simple every day words-doesn’t use a lot of different word forms -words aren’t very descriptive and don’t develop ideas well-writing is two dimensional -uses a few words incorrectly | -high sight vocabulary words are used excessively -descriptive words are not used-expression ofideas, is vague, lacksclarity or is confusing:- limited range of words- may have little awareness of reader or audience-words are used incorrectly |
| **Sentence Fluency**:\*sentence variety\*new conventions and variety of punctuation , : ; “ \*creative sentence structure\*complex sentence structures | -has no run on or incomplete sentences-has a variety of sentence structures and lengths -has variety of creative and interesting sentence beginnings -most or all sentences start differently and work with the flow of sentences-consistently uses different sentence forms: questions, exclamations, complex sentences (two or more ideas are grouped together with transition words) and compound sentences | -has one or two run on or rambling sentences-most sentences start differently -most sentences have variation in lengthand 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 | -doesn’t use a lot of descriptive adjectives, verbs, etc.-has some rambling on sentences -has some variation in sentence structureand length-uses a lot of simple sentences-has some variation in sentence beginnings-is beginning to use other sentence types: compound and complex | -writes run on rambling sentences-has no variety insentence structure or length-has no variation in sentence beginnings-has no flow in sentences-not all sentences are correct or are incomplete sentences |
| **Language Conventions & Mechanics****\*grammar****\*spelling****\*punctuation****\*makes sense****\*capitalization****\*indenting** **\*margins** | No errors in indenting,spacing, writing the body to the margin, paragraph structure, spelling, grammar, punctuation, and capitalization. | There are only one or two errors in in indenting, paragraph structure, spelling, grammar, punctuation, and capitalization.-writing makes sense | There are three to five errors in: indenting, paragraph structure, spelling, grammar, punctuation, and capitalization-most writing makes sense | There are many errors in: indenting, paragraph structure, spelling, grammar, punctuation, and capitalization-sometimes writing doesn’t make sense-not done |

 Student assessment

 Teacher assessment