**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, revisions  errors 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, and  figurative language  clearly advance the  purpose 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 of  ideas, is vague, lacks  clarity 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 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 | -doesn’t use a lot of descriptive adjectives, verbs, etc.  -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: compound and complex | -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 |
| **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