EWC4U1

THE WRITING PROCESS

NAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DATE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Categories/Criteria** | **Below Level 1** | **Level 1** | **Level 2** | **Level 3** | **Level 4** |
| APPLICATION |  | Uses the writing process with  limited competence: | Uses the writing process with  moderate competence: | Uses the writing process with  considerable competence: | Uses the writing process with a  high degree of  competence: |
| Planning and  Drafting |  | - Has drawn basic story arc that may or may not correspond with 9 outline points  - Has completed some but not all of the 9 outline points from at the beginning middle and end of the arc.  – produces a limited first draft  that meets few of the criteria  for the tasks | Has drawn basic story arc that loosely corresponds with 9 outline points  - Has completed many but not all of the 9 outline points from at the beginning middle and end of the arc.  – produces a first draft that  meets some of the criteria  for the tasks | Has drawn functional story arc that corresponds with 9 outline points  - Has completed all of the 9 outline points from at the beginning middle and end of the arc.  – produces an acceptable first  draft that meets most of the  criteria for the task | Has drawn well thought out story arc that loosely corresponds with 9 outline points  - Has completed many but not all of the 9 outline points from at the beginning middle and end of the arc.  – produces a creative and  original first draft that meets  all of the criteria for the task |
| Revising |  | Shows little revision of draft | Reads draft but shows minimal revision of draft | Reads draft critically and makes appropriate  improvements | Reads draft critically and  Makes significant improvements |
| Editing |  | - attempts but shows reluctance/has  difficulty editing for content,  sentence structure,  paragraph structure, spelling,  grammar, punctuation  – introduction is weak  – ending is ineffective | – makes some edits for  content, sentence structure,  paragraph structure, spelling,  grammar, punctuation  – introduction engages the  reader to some extent  – ending is effective to some  degree | – edits sufficiently for content,  sentence structure,  paragraph structure, spelling,  grammar, punctuation  – introduction engages reader  – ending is effective | – routinely and thoroughly  edits for content, sentence  structure, paragraph  structure, spelling, grammar,  punctuation  – introduction engages the  reader in a sophisticated or  creative way  – ending is effective and  original |
| KNOWLEDGE /  UNDERSTANDING |  | – focus is unclear  – thematic topic is unclear or lacking  – logic of plot is faulty  -point of view is confusingly unclear  -Ideas are derivative and contrived  – organization of original stanza words in variation is confusing, disordered or lacking | – focus wavers occasionally  – thematic topic is not fully integrated developed  – logic of plot is at times clear but is inconsistent  – point of view is inconsistent  – ideas show some original  thinking  – organization of original stanza words in variation is inconsistent | – focus is clear (e.g., one main  character; one main event)  – thematic topic is clear and well integrated  – plot develops logically  – point of view is clear and  consistent  – ideas are creative and  original  – organization of original stanza words in variation is effective | – focus is clear (e.g., one main  character; one main event)  but these are developed  fully  – thematic topic is clear and it is  Sophisticatedly integrated    – plot develops in a  sophisticated way  – point of view is used  consciously for effect  – ideas are creative, original,  and sophisticated  – organization of original stanza words in variation is (novel, quirky and unique) highly effective |