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 criteriafor 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 criteriafor 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 appropriateimprovements | 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 thoroughlyedits 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 originalthinking– 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 asophisticated 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 |