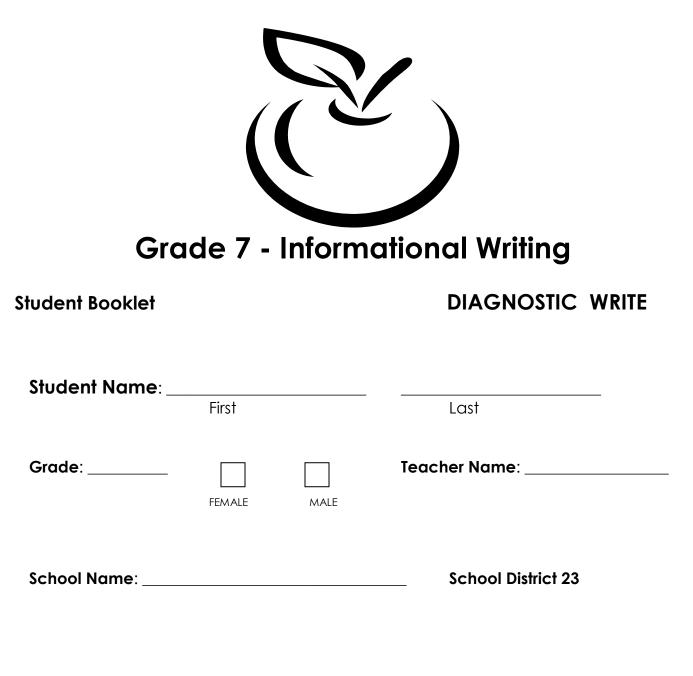
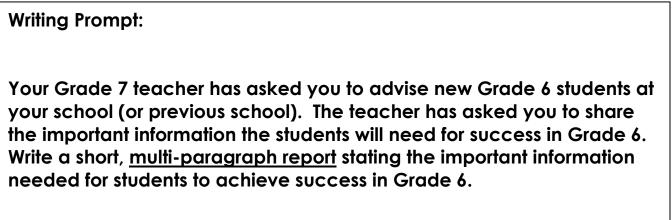
School District 23 School-Wide Write 2012-2013





Writing Prompt:

Your Grade 7 teacher has asked you to advise new Grade 6 students at your school (or previous school). The teacher has asked you to share the important information the students will need for success in Grade 6. Write a short, <u>multi-paragraph report</u> stating the important information needed for students to achieve success in Grade 6.

Remember ...

- The purpose is to give important information about how to succeed in Grade 6.
- Use words that will make your writing clear and enjoyable to read.
- Organize your thoughts in paragraphs.
- Edit your work to eliminate errors in spelling, punctuation and grammar.
- Use language that is **descriptive and precise** (colourful, interesting words)

Information on how to succeed in grade 6	Details – explain & describe

PLANNING SECTION

Writing Page: (single space)

Plage check your work if you have time
 Please check your work if you have time.

	SD 23 SWW Rubric Grade 7 (Revised Sept 2012) Name:							
	Not Yet Within Expectations	Meets Expectations		Fully Meets Expectations	Exceeds Expectations			
	1	2	Minimal–Moderate	2.5	3	4		
MEANING • ideas & information • use of detail	no clear sense of purpose nor narrowed topic		beginning to define purpose or central idea		clear purpose	clear & focused purpose		
<u>6 TRAITS-</u> √ IDEAS	 presents some details but may be illogical or simple listed 		accurate, clear & straightforward details attempted although development may be st basic and/or general	ill	 accurate, relevant details support central idea 	 engaging, relevant details enrich central idea 		
	 insufficient or repetitive details or too many random thoughts 	• :	some inaccurate, or off topic details or ideas	-	 some insight and/or speculation 	 some originality & insight; deals with complexities 		
	 connections omitted or confusing 	C	some difficulty making connections beyond concrete & immediate		 attempts connections or generalizations beyond immediate topic 	 often uses humour, comparison or fresh, original ideas 		
FORM • beginning, middle, end • organization and sequence	 problems with organization make it hard for reader to understand main point 	1	organization moves rea through text without too much confusion		 organization sustains central idea or theme 	 organization enhances & showcases central idea or theme 		
• transitions <u>6 TRAITS-</u> √ ORGANIZATION	 no real lead - often begins with introduction, assuming that reader knows topic & context 		beginning may introduc topic, but middle undeveloped and/or ending weak, formulaio	0	 includes introduction & conclusion (could be formulaic or banal) 	 includes satisfying introduction & effective conclusion 		
	 lacks clear sense of direction 		related ideas together t may be listed rather tha developed		 paragraphing effective with logical sequence of related ideas together 	explicit, intriguing paragraphing with smooth & logical sequence		
	 connections & sequencing needs work 	• ;	simple transitions		 transitions connect ideas clearly 	 variety of natural & smooth transitions 		
STYLE • clarity, variety, and impact of language	 limited vocabulary & simple, non-specific language writer seems uninvolved with topic & audience 	• 1	functional & conversation language but lacks end writer seems sincere, b not fully engaged or	ergy	 language appropriate, varied & usually enhances meaning awareness of audience & clear engagement 	 varied & effective language enhances & clarifies meaning speaks directly to reader in individual 		
<u>6 TRAITS-</u> √WORD CHOICE √VOICE √SENTENCE FLUENCY	 reader not enticed to keep reading 	• ;	involved with topic some sentence variety; sentences constructed routine way		 with topic uses variety of sentence types & lengths to enhance fluency 	 wariety of sentence types & lengths effectively create rhythm and cadence 		
	 no sense of fluency or flow; sentences are often short & choppy or long & awkward 	F	writing pleasant or ever personable, but not especially compelling	1	 result interesting but not consistently engaging 	compelling, engaging		
CONVENTIONS • spelling; punctuation; sentence structure; grammar (e.g.,	little control of standard writing conventions		some control over limite range of standard writir conventions	ng	 reasonable control of standard writing conventions 	 good grasp of standard writing conventions 		
modifiers,agreeme nt, verb tense) <u>6 TRAITS-</u>	 frequent errors in spelling, punctuation, capitalization, usage, grammar and/or paragraphing repeatedly distract reader & often 		some errors in spelling, punctuation & gramma that do not interfere wit meaning	r	may include errors in complex language, but these do not interfere with meaning	 may manipulate stylistic conventions effectively 		
√CONVENTIONS	 interfere with meaning requires extensive editing 	•	moderate editing requi	red	 requires some editing 	 requires very little editing 		