

UNIT TWO

RUBRIC



STUDENT NAME _____ SUBJECT _____

Writing 9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

| | 4 - Advanced | 3 – Competent | 2 – Limited | 1 - Emerging |
|---|---|--|--|--|
| Planning | Student sets clear goals for completion of the writing process and finishes each stage on time. Student considers if information needs to be collected and where it will come from, planning how to incorporate multiple sources. Student utilizes strategies (graphic organizers, concept maps, etc.) productively to construct an outline of the writing before they begin. | Student sets goals for completion of the writing process and finishes most of the stages on time. Student considers if information is need and where it will come from. Student utilizes strategies (graphic organizers, concept maps, etc.) to construct an outline of the writing before they begin. | Student sets goals for completion of the writing process, but only finishes a few stages on time. Student may consider if information is needed for writing. Strategies students use (graphic organizers, concept maps, etc.) do not support the transition to writing or are not used in the transition to writing. | Student either does not set goals or does not attempt to meet them. Student does not utilize strategies (graphic organizers, concept maps, etc.) to support the transition to writing. |
| End of Unit Task Date: | | | | |
| Editing/Focus | First draft intentionally includes most of student's ideas from the planning stage, while the second draft shows a specific intention to remove content that doesn't directly support the purpose of the piece or relate to the audience. | First draft includes most of student's ideas from the planning stage, while the second draft shows an effort to remove content that doesn't align to the purpose of the piece. | Changes from the first and second draft are present, but content that doesn't support the purpose of the piece still remains. | Little or no editing was done between the first and second draft. |
| End of Unit Task Date: | | | | |
| Revising/Language | Student revises work for language, word choice, tone, and takes into consideration ideas from peer edits and revisions. | Student shows revisions that take into consideration language, word choice, and tone. | Revisions were mostly centered on spelling and grammar, conventions. | Purposeful revisions were not made. |
| End of Unit Task Date: | | | | |

INSTRUCTIONAL NEXT STEPS:

