

WRITING SCALE 3, GRADES 9-12: BECOMING ACCOMPLISHED AS A WRITER

Not yet Accomplished

Accomplished



1 Ready for Accomplishment	2 Somewhat Accomplished	3 Moderately Accomplished	4 Accomplished	5 Exceptionally Accomplished
<ul style="list-style-type: none"> Expresses thoughts in short personal narratives and brief reports in response to class assignments but is inexperienced in a.) providing evidence for claims; b.) organizing text to persuade and/or engage the reader and/or c.) sharing writing with unknown readers. Expects to write without revision. Probably sees writing in school as unrelated to life outside of school. Strategies include oral composition and a reliance on teacher for direction about topics and formats without collaboration of peers and/or mentors. Lacks familiarity with genre varieties and their characteristics, such as writing to inform, entertain, review, persuade and reflect. May define him or herself as one who does not or cannot write; probably shy about reading aloud own writing. 	<ul style="list-style-type: none"> Uses visual, kinesthetic, and/or auditory strategies to develop ideas for writing <i>e.g., graphic organizers, enactment, oral discussions.</i> May compose simple scripts for non-print media, <i>e.g., oral performance, film or tape, computer graphics.</i> Collaborates with peers to develop, shape and edit ideas for writing on self-chosen and assigned topics. May use retellings and formulas to write assigned essays. Beginning to understand what is needed in writing for different audiences. Uses text models, perhaps unconsciously, <i>e.g., in word choice, standard usage, spelling, point of view, organization, punctuation and style.</i> May be able to apply experience in writing narrative to the use of narrative in other genres. 	<ul style="list-style-type: none"> Writes with a personally authoritative voice about course content, especially in informal situations. Demonstrates a few composing strategies in fulfilling course assignments. Sometimes consults references while composing and revising (<i>e.g., handbook, dictionary, thesarus, spell check and grammar check</i>). Increasingly willing to revise for readability. Organization, syntax, grammar and punctuation assist readers' understanding. Shows evidence of the influence that such elements as audience, genre, writer's purpose, standard usage and text appearance have on written products. Developing skill in writing in several genres, elaborating claims or generalizations with a range of devices. 	<ul style="list-style-type: none"> Writes to learn course content as well as to demonstrate understanding of it. Organizes texts to support intended effects. Uses course content and prior knowledge as sources for written opinions, interpretations, investigations. In final drafts consistently uses text conventions, <i>e.g., reader friendly punctuation, preferred spellings, standard usage.</i> Makes thoughtful word choices. Is in control of own composing process, from the generating of topics through the collection of data and the drafting of text to the editing for readability by specific audiences. Integrates information from multiple or varied sources into own papers. Uses criteria to evaluate both conventions and rhetorical aspects in own work. 	<ul style="list-style-type: none"> Writes to demonstrate mastery of course content by a.) incorporating and/or acknowledging information from multiple trustworthy sources and b.) providing text-based support for specified viewpoints. Writes in various genres to be read across a range of audiences. Persists in revising own writing until explicit criteria have been met. Discusses initial drafts openly, often enlisting comments of friendly but critical and informed readers. Evaluates relative strengths and weaknesses in own papers, collected over time. Writing consistently exhibits substantive content, rhetorical effectiveness and technical correctness. Demonstrates distinctive voice and style