Grade 9 Writing Rubric

Making a Difference for all Students

Name .... Date ....

Proficient = universal supports
Approaching proficiency = targeted supports
Limited = specialized supports

Beginning Grade 9 Writing Rubric

Use the criteria below to determine whether the student's writing sample is at a proficient, approaching or limited level. This information will identify a starting point for choosing the level of supports needed to enhance this student's success. Select the set of statements that best describe the writing sample.

	Proficient	Approaching proficiency	Limited
Content	☐ • Exploration of the topic is adept and/or plausible • Purpose, whether stated or implied, is intentional • Ideas presented by the student are thoughtful and/or sound • Supporting details are relevant and specific • Writing engages the reader's interest	☐ • Exploration of the topic is clear • Purpose, whether stated or implied, is evident • Ideas presented are appropriate and/or predictable • Supporting details are relevant but general • The writing is straightforward	☐ • Is beginning to attempt to use words, symbols and/or pictures to tell brief narratives about own ideas and experiences • Is beginning to approximate writing with scribbles, drawings and/or use of pictures, symbols and/or words

Notes

Alberta Government

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	Proficient	Approaching proficiency	Limited
Organization	☐ • The introduction is purposeful and clearly establishes a focus that is capably sustained • Events and/or details are developed in paragraphs in a sensible order, and coherence is generally maintained • Transitions, either explicit or implicit, clearly connect events and/or details within sentences and between paragraphs • Closure is appropriate and related to the focus	☐ • The introduction is functional and establishes a focus that is generally sustained • Events and/or details are developed in a discernible order, although coherence may falter occasionally • Transitions, either explicit or implicit, tend to be mechanical and are generally used to connect events and/or details within sentences and between paragraphs • Closure is related to the focus but is mechanical and/or artificial	☐ • Is beginning to attempt to organize words, symbols and/or pictures in sequence to demonstrate understanding of a story or event
Notes			

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Government

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	Proficient	Approaching proficiency	Limited
Sentence structure	☐ • Sentence structure is consistently controlled • Sentence type and sentence length are usually effective and varied • Sentence beginnings are often varied • Uses paragraph structures to demonstrate unity and coherence	☐ • Sentence structure is generally controlled, but lapses may occasionally impede meaning • Sentence type and sentence length are sometimes effective and/or varied • Some variety of sentence beginnings is evident • Uses paragraph structures to provide basic organization	☐ • Is beginning to approximate ordering letters or words into statements • Is beginning to approximate the structuring of simple sentences using words, symbols and/or pictures
Vocabulary	☐ • Words and expressions are often used accurately • Specific words and expressions show some evidence of careful selection and some awareness of connotative effect • The voice/tone created by the student is distinct	☐ • Words and expressions are generally used appropriately • General words and expressions are used adequately to clarify meaning • The voice/tone created by the student is discernible but may be inconsistent or uneven	☐ • Is beginning to attempt to use words, symbols and/or pictures to support/express ideas
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	Proficient	Approaching proficiency	Limited
Conventions	☐ • The quality of the writing is sustained because it contains only minor convention errors • Any errors that are present rarely reduce clarity and seldom interrupt the flow of the response	☐ • The quality of the writing is maintained through generally correct use of conventions • Errors that are present occasionally reduce the clarity and sometimes interrupt the flow of the response	☐ • Is beginning to demonstrate some awareness of print conventions
Notes			