

Assessment for Learning in ELAL K-6: Writing





English Writing Exemplars, Rubrics & Scoring Rationale: Grades 1-11 (Alberta Curriculum Aligned)

About this Resource

Developed by teachers and leaders from Rocky View Schools, these assessment tools and student writing samples have been designed to support the development of writing skills and help to inform instructional decisions.

(Link to the equivalent FILAL resource : [Rubriques d'évaluation en écriture et justification de la notation - de la 1ère à la 11e année FILAL \(alignées avec le programme d'études de l'Alberta\)](#))

Download Resources

- [K-12 Writing Continuum](#)
- [English and French How to Use this Resource](#)

Subject Areas:

ELAL

Grade Levels:

GRADES 1-11

Media Types:

WORD/PDF/SLIDESHOW/SPREADSHEET

Submitted By:

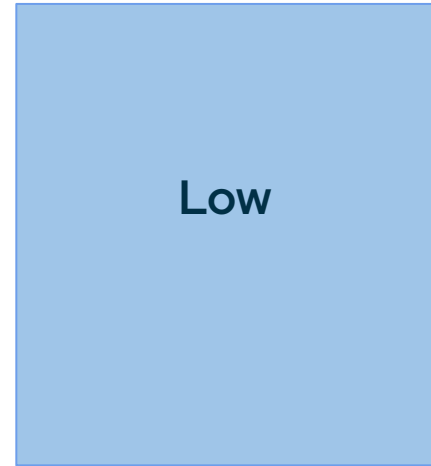
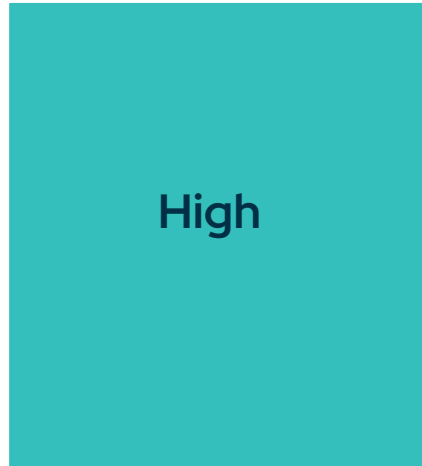
Rocky View Schools, APLC

Date Posted:

March 07, 2024

Thin-Slicing Data - Step 1 - Quick Sort

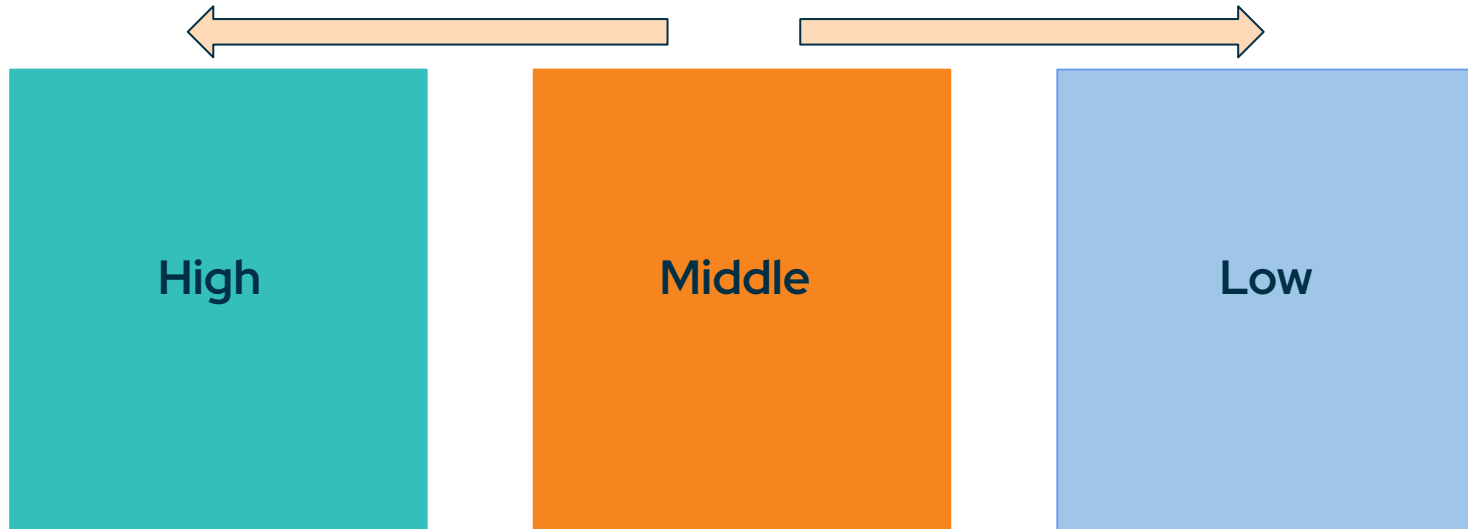
3 minutes



Thin-Slicing Data - Step 2 - Read Through

3 minutes

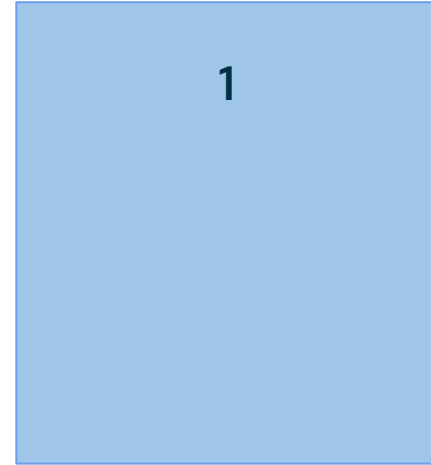
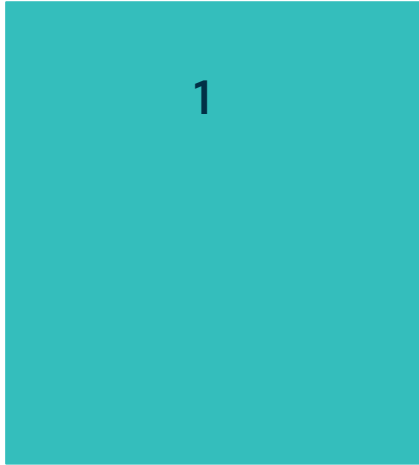
Read through the middle pile and resort if needed



Thin-Slicing Data - Step 3 - Select

3 minutes

Select a representative piece from each pile.



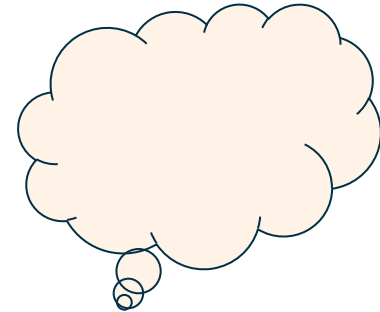
Thin-Slicing Data - Step 4 - Study

7 minutes

Study the representative piece from each category.

Ask yourself:

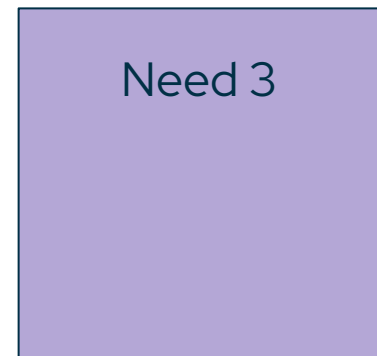
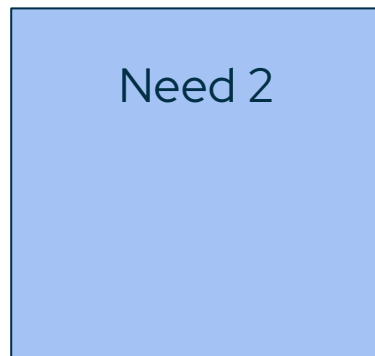
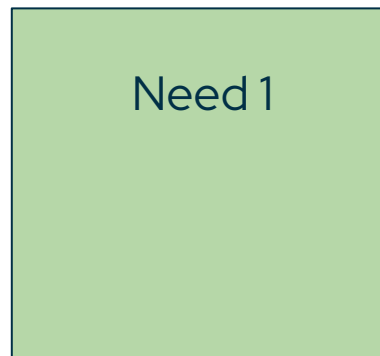
- What is this student doing well?
- What is this student almost doing?
- What is this student not yet doing?



Thin-Slicing Data - Step 5 - Plan Next Steps

12 minutes

- Decide on 3-5 things that the writer, and probably others in the same category, would benefit from instruction in.



- How will you meet needs? Small groups? Individual conferences?

Single Point Rubric



Div. 1

Writing ELAL 1

Name: _____

Title: _____ Date: _____



LEARNING OUTCOME

Vocabulary Students analyze word formation and meaning.

Writing Students create messages through the application of writing processes.

Conventions Students examine and apply use of grammar, spelling, and punctuation in oral and written language.

<p>Learning new words improves comprehension and communication. Ideas and information can be shared through written messages. Creative expression can inspire imaginative thinking and fun. Written messages can be created using a variety of digital or non-digital methods or tools. Capitalization and punctuation can support the meaning of a message. Spelling patterns can support the spelling of unfamiliar words. Spelling words correctly helps written messages to be understood.</p>		
	Evidence of planning/ thinking or talking about the writing before beginning	
	Writing aligns with intended audience or purpose.	
	Writing form (poem, story, etc) helps represent ideas or information	
	Ideas are combined in a logical sequence to create sentences.	
	Several sentences are written to expand one idea.	
	Letters are printed with appropriate size and spacing	
	Good word choice (Tier 2 words) in sentences.	

Div. 2

Writing ELAL 4

Name: _____

Title: _____ Date: _____



LEARNING OUTCOME

Vocabulary Students expand vocabulary and analyze morphemes to communicate in multiple contexts.

Writing Students construct and organize text to share perspectives and develop creative expression.

Conventions Students examine and apply conventions to develop effective written communication.

<p>An extensive and varied vocabulary enhances effective communication in a variety of contexts. Writing is a vehicle for communication, creativity, and connection. Creative thinking involves intentional application of skills and processes to enhance the expression of ideas and emotions. Capitalization and punctuation can be used to support writing fluency. Grammatical structures can support consistency in communication. Spelling accuracy can be supported by transferring understandings of word patterns and structures.</p>		
	Evidence of planning/ thinking or talking about the writing before beginning	
	Writing aligns with the intended audience or purpose.	
	Writing form (poem, story, etc) and structure are clear	
	Sentences are written/organized in a logical order to create paragraphs	
	Variety of sentence beginnings, lengths, and types.	
	Paragraph beginning (topic sentence) catches the audience's attention by experimenting with ideas and word choice	
	Paragraph conclusion (concluding sentence) ties up events or leaves readers wondering.	
	Good word choice (Tier 2 words) in writing	
	Sensory language and/ or figurative language is used to add interest and maintain engagement	
	Revises for clarity, fluency, or enhancing creative expression	
	Evidence of editing for spelling, grammar, and punctuation	
	Uses adjectives	
	Capital letters used appropriately.	
	End punctuation is varied and used correctly.	
	Commas used correctly.	
	Quotation marks used correctly.	

Single Point Rubric Example

Grade 2 Writing - Realistic Fiction

What are we expecting students to demonstrate? <i>Refer to the ELAL outcomes for your grade</i>		
Glows What did you do well?	I can statement(s) Outcome(s)	Grows How you can make your writing even better?
	I can use the structure: <ul style="list-style-type: none">• Beginning• Problem• Events• Solution• Ending	Feedback for Guidance: Teacher:
	I can generate ideas for my writing from experience.	Feedback for Guidance: Teacher:
Student Reflection or Next Steps		



COMPREHENSIVE LITERACY GUIDES

Grades K-6

Read Alouds | Shared Reading | Small Group Reading Instruction
| Vocabulary | Fluency | **Writing** | Phonological Awareness |
Phonics | Oral Language | Independent Reading



For more resources and Professional Learning Opportunities visit: aplc.ca

To contact our office directly email: info@aplc.ca