

# Procedural Writing Rubric

	<b>Level 1</b> AFs are evident in some writing, with support	<b>Level 2</b> AFs are evident in some forms of writing	<b>Level 3</b> AFs are evident in most forms of writing	<b>Level 4</b> AFs are evident across a range of writing	<b>Level 5</b> AFs are evident across a wide range of writing
<b>AF1– Ideas &amp; Voice</b>	<p>Usually with support, the basic steps are generally related to the process/outcome with limited elaboration (e.g., <i>First you get some bread</i>).</p> <p>Usually with support, the piece of writing includes unique pictures with details and/or labels.</p>	<p>The basic steps are related to the process/outcome with some elaboration (e.g., <i>Take two pieces of bread out of the bag</i>).</p> <p>The piece of writing is beginning to sound unique through interesting word choices, use of conventions, and/or presentation.</p>	<p>The steps are related to the process/outcome with elaboration (e.g., <i>Slowly pour two cups of cold water and two drops of lime juice into the large pot</i>).</p> <p>Hints of unique voice are evident throughout most of the text (e.g., interesting word choices, use of conventions, and/or presentation).</p>	<p>The steps are specific to the process and are elaborated upon with detail (e.g., <i>Secondly, while the sugar is boiling, pour two cups of cold water into the large jug</i>).</p> <p>Unique voice is evident throughout the text (e.g., my individuality is present and my writing sounds different from the way others write).</p>	<p>The steps are highly specific to the process and provide sufficient detail to allow the reader to accurately complete the process.</p> <p>Unique voice is evident throughout the text (e.g., individuality is present and personal style is clearly established).</p>
<b>AF2 - Organisation</b>	<p>Usually with support, the writing has a similar voice regardless of audience or purpose, and frequently refers to the audience. (e.g., <i>First <u>you</u> drop some paint</i>).</p> <p>Usually with support, the title is simple and predictable.</p>	<p>The writing is beginning to fit the audience or purpose in some way and usually avoids referring to the audience (e.g., the tone is becoming commanding, authoritative, and expert).</p> <p>The title states the topic and is beginning to catch the reader’s attention. May be closely related to the prompt or topic.</p>	<p>The writing fits the audience or purpose and generally avoids personalization/referring to the audience (e.g., the tone is commanding, authoritative, and expert).</p> <p>The title is original and effective, and catches the reader’s attention.</p>	<p>Writes with an understanding of a specific audience or purpose and avoids personalization/referring to the audience (e.g., the tone is highly commanding, authoritative and expert).</p> <p>The title is original and effective. It catches the reader’s attention, and captures the central theme of the piece.</p>	<p>Writes with a strong sense of a specific audience or purpose (e.g., the tone accurately connects with the audience and the author appears highly knowledgeable).</p> <p>The title is thoughtful, original and effective. It catches the reader’s attention and cleverly and creatively alludes to the central theme of the piece.</p>
<b>AF 3 - Organisation</b>	<p>Usually with support, the opening is a simple, short statement related to the product/process (e.g., <i>Chocolate milk is good</i>).</p>	<p>The opening has a basic attempt to use a simple “hooking strategy” followed by a sentence that briefly tells something about the product/outcome (e.g., <i>Have you ever tried chocolate milk? It is delicious!</i>).</p>	<p>The opening has a “hooking strategy” followed by additional details to introduce the product/outcome.</p>	<p>The opening paragraph has a “hooking strategy” that catches the reader’s attention, followed by a detailed description of the product/outcome.</p>	<p>The engaging opening paragraph has a creative “hooking strategy,” followed by additional information relevant to the process that also provides a clear direction to the text.</p>

AF3 - Organisation	<p>Usually with support, basic steps are in sequential order and basic materials are listed.</p> <p>Usually with support, the closing is a short sentence that relates to the product (e.g., enjoyment sentence, warning sentence, etc.).</p>	<p>The steps are in sequential order and materials are listed.</p> <p>The closing has two supporting details that relate to the product (e.g., enjoyment sentence, warning sentence, etc.).</p>	<p>The steps are in sequential order and all steps and materials necessary to generally complete the product/process are included (may require some inferring by the reader).</p> <p>The closing has a description of the finished product/outcome followed by some additional details related to the product/process (e.g., enjoyment sentence, warning sentence, etc.).</p>	<p>The steps are in sequential order and all steps and materials necessary to accurately complete the product/process are included (limited inferring by the reader)</p> <p>The closing paragraph has a description of the finished product/outcome, followed by additional details related to the product/process.</p>	<p>Includes detailed descriptions of all steps and materials (e.g., size, amount, colour) necessary to to accurately complete the product/process with ease.</p> <p>The well-developed closing paragraph has a detailed description of the finished outcome/product, followed by additional relevant and unique details that connect to the opening.</p>
AF4 - Organisation	<p>Usually with support, uses some generic linking words (e.g., <i>first, then, next, after, finally</i>).</p> <p>Usually with support, accurately uses <u>return sweep</u> to organise sentences.</p>	<p>Uses a variety of generic linking words (e.g., <i>first, then, next, after, finally</i>).</p> <p>Groups ideas into an opening, materials, steps, and a closing.</p>	<p>When appropriate, attempts to use more complex linking words or phrases (e.g., <i>to start with, secondly, continue, you are now ready to, at last</i>).</p> <p>When appropriate, attempts to group text features together with or without paragraphs (e.g., materials are grouped together).</p>	<p>When appropriate, uses complex linking words or phrases to connect steps (e.g., <i>After dropping the mix into the mug, slowly pour...</i>).</p> <p>When appropriate, groups text features together, with or without structured paragraphs (e.g., materials are grouped together).</p>	<p>Uses a variety of complex and unique linking words/phrases that support cohesion of the text and effectively transition between steps.</p> <p>Effectively groups text features together when appropriate, with or without structured paragraphs, and uses a range of devices to support cohesion (e.g., connectives, linking words).</p>
AF5 - Sentence Fluency	<p>Usually with support, writes most thoughts in sentences.</p> <p>Usually with support, shows a basic awareness of tense (e.g., generally written in <u>simple present tense</u>, although inconsistencies may be evident.)</p>	<p>Writes full sentences that start in a few different ways (e.g., avoids: <i>First put, Then put</i>).</p> <p>Most of the text is written in the simple present tense.</p>	<p>Attempts to write a variety of sentences (e.g., some simple and some complex).</p> <p>Consistently writes in the present tense throughout the text.</p>	<p>Writes a variety of sentences (e.g., simple, complex, long and/or short) that are frequently structured properly.</p> <p>Consistently writes in the present tense throughout the text and makes some attempt to change tenses when appropriate.</p>	<p>Writes a variety of properly structured sentences and deliberately changes word order, length, and type to emphasise meaning and affect the reader.</p> <p>Consistently writes in the present tense throughout the text, and changes tenses when appropriate.</p>

AF5 – Sentence Fluency	Usually with support, uses at least one basic connective such as <i>and</i> to join ideas (e.g. <i>Open up the bag of popcorn and put it in the microwave</i> ).	At least two basic connectives such as <i>and</i> , <i>but</i> , and/or <i>so</i> are used to join two independent clauses and form a compound sentence.	Uses more than two connectives such as <i>if</i> , <i>when</i> , and/or <i>because</i> .	Uses a variety of complex connectives such as <i>therefore</i> and <i>however</i> .	Accurately uses a wide variety of complex connectives to show relationships between ideas.
AF6 – Conventions	Usually with support, uses full stops at the end of most sentences.  Usually with support, starts most sentences with capital letters.	Uses full stops correctly and attempts to use exclamation or question marks.  Starts sentences with capital letters and is beginning to use capital letters for the beginning of names.  Beginning to use some commas in lists.	Consistently uses full stops, exclamation marks, and/or question marks at the end of sentences.  Accurately uses capital letters to start sentences and for proper nouns.  Uses commas accurately in lists.  When applicable, attempts to correctly use quotation/speech marks and related punctuation*	Accurately punctuates the end of sentences throughout the text using a variety of end marks.  Uses capital letters accurately throughout the text.  Uses commas accurately in lists and is beginning to mark clauses (e.g., at the end of a linking phrase).  When applicable, uses quotation/speech marks and related punctuation accurately*.	Uses the full range of punctuation accurately and ensures that there is a variety of punctuation throughout the text. (e.g., fullstops, exclamation marks, question marks, quotation/speech marks*, apostrophes, brackets).  Uses commas in lists and to mark clauses accurately.
AF7 – Word Choice	Usually with support, and when appropriate, uses some basic adjectives.  Usually with support, uses some simple action/bossy verbs (e.g., <i>put</i> , <i>get</i> , <i>place</i> ).	When appropriate, uses a variety of basic adjectives.  Uses a variety of imperative/action/bossy verbs (e.g., <i>stir</i> , <i>pour</i> , <i>mix</i> ).	When appropriate, uses a variety of strong adjectives throughout the text (e.g., <i>tiny</i> , <i>enormous</i> , <i>freezing</i> , <i>boiling</i> , <i>bitter</i> , <i>rough</i> ).  Attempts to use a variety of interesting imperative/action verbs (e.g., <i>measure</i> , <i>weigh</i> , <i>whisk</i> ) and adverbs (e.g., <i>slowly</i> , <i>quickly</i> , <i>frequently</i> ) that are suitable to the task.	When appropriate, uses descriptive language throughout the text.  Uses a broad range of interesting action verbs and adverbs throughout the text.	Throughout the text, descriptive language, including a variety of adjectives, is used to create strong, vivid images that help to illustrate the steps.  Confidently uses a broad range of interesting action verbs and adverbs throughout the text to accurately describe the action of the step.

AF7 – Word Choice	Usually with support, uses simple vocabulary and repeats key words.	Makes some adventurous word choices.	Attempts to make powerful word choices that energise the writing.	Makes powerful word choices that energise the writing and affect the reader (e.g., deliberate attempt to choose the best word instead of the first word that comes to mind).	Demonstrates a wide vocabulary when making powerful word choices that energise the writing and affect the reader (e.g., precisely chosen words suited to the topic).
AF8 - Conventions	Usually with support, shows an awareness of the sounds formed by different letters and groups of letters (e.g., some high frequency words are spelled correctly and phonetically plausible attempts are made).  Usually with support, uses the word wall for tricky words.	Simple, monosyllabic words are usually spelled correctly, and where there are inaccuracies, the alternative is phonetically plausible.  Uses the word wall for tricky words.	Simple mono and polysyllabic words are spelled correctly.  With limited errors, uses a spelling resource for unknown words.	Polysyllabic words that conform to regular patterns are spelled correctly  Uses a spelling resource for unknown words.	Spelling is accurate throughout the text.
AF9 – Handwriting & presentation	Usually with support, most letters are placed correctly on the line and spaces are used between words.  Usually with support, includes basic presentation features including: - subtitles (e.g., materials, steps) - numbered steps - diagrams with simple labels - illustrations	Letters are correctly sized, orientated, and placed on the line; and spaces are used between words  Includes basic presentation features, including: - subtitles (e.g., materials, steps) - numbered steps - diagrams with labels - illustrations	Includes presentation features that attempt to enrich/clarify the text, including: - subtitles - numbered steps or indented paragraphs - diagrams with descriptive labels - illustrations - text boxes	Includes presentation features that enrich/clarify the text, including: - subtitles - numbered steps or indented paragraphs - diagrams with descriptive labels identifying the most important aspects - illustrations - text boxes	Includes presentation features that achieve a particular effect and/or enhance understanding, including: - subtitles - numbered steps or indented paragraphs - diagrams with descriptive labels identifying the most important aspect - illustrations - text boxes

\*Generally not an expectation of procedural writing; however, student will need to use quotation marks and related punctuation when including dialogue and/or citing research directly.