

LANGUAGE ARTS

GRADES 1 - 3

ASSESSING STORY WRITING

ALBERTA ASSESSMENT CONSORTIUM
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CREATIVE STORY WRITING

OVERVIEW

Students will write a creative story following the steps of the writing process: pre-writing, drafting, revision, editing and publishing.

BACKGROUND INFORMATION

Extensive work needs to have been done with the stages of the writing process. Students should feel confident moving through the writing process and to have exposure to the elements of a story, specifically, beginning, middle, ending, setting, problem, characters and events.

GRADE LEVELS: 1 - 3

GENERAL OUTCOME

Students will listen, speak, read, write, view and represent to
4 enhance the clarity and artistry of communication.

SPECIFIC OUTCOMES

- 4.1 generate and focus to enhance the clarity and artistry of communication.
- 4.2 enhance and improve the clarity and artistry of communication.
- 4.3 attend to conventions to enhance the clarity and artistry of communication.
- 4.4 present and share to enhance the clarity and artistry of communication.

TEACHER INSTRUCTIONS

Teachers may wish to expand or tailor the activities and rubrics to meet the specific teaching/learning context. The 5 step writing process used has worked in our classrooms. However, there is no one right way to use it. You and your students

can adapt and make choices throughout the writing process and do what is comfortable for you.

Specific materials and time frame have not been given as they differ according to teachers and students.

Teachers should be aware that the rubrics can be used to assess the final product but **the process used to reach the final product is just as important**, if not more so. Teachers can use a variety of assessment techniques (kid-watching, checklists, etc.) to assess the process and facilitate individual instructional needs. Some samples are provided.

SCORING ASSESSMENT

Rubrics have been designed to assess the final draft. To assess the task we have divided the rubrics into three categories:

- Content
- Organization
- Conventions

SUPER STORY CONTEST

Enter the **SUPER STORY CONTEST**. To be a contestant, write a creative story that is interesting and captivating to an audience of your choice. Use the writing process and include all the elements of a good story.

Activity 1: CHOOSING A STORY TOPIC

Use a variety of techniques to collect ideas from which the students can formulate a story topic (individual, group, partner, brainstorming, etc.)

Activity 2: PRE-WRITING

Collect ideas to develop the story. Use one or more of the pre-writing activities that have been used before (clustering, word banks, categories, outlining, mind-mapping, story map, oral discussion, etc.).

Activity 3: WRITING

Use pre-writing ideas and write a first draft. Use lots of creative ideas and let thoughts flow.

Activity 4: REVISION

Share the story with 2 different people and use the “Peer Response Checklist.”

Begin to revise the story. Ask the following questions:

- Is my story about one idea?
- Do I have a good beginning, middle and end?
- Can I change some words or sentences to make my story more exciting?

Activity 5: EDITING

Correct your story for

- proper spelling
- good punctuation
- correct capitalization
- good sentences

Activity 6: CELEBRATE

Celebrate your writing by publishing your work. You may use any publishing activity to present your story.

CONTENT RUBRIC

Level	Description
Proficient 4	<ul style="list-style-type: none"> • content is imaginative, memorable and the topic is well-developed. • writing is enticing and holds the reader's interest. • words and expressions are consistently precise and effective and create vivid images.
Capable 3	<ul style="list-style-type: none"> • content is clear and there is sufficient development of the topic. • writing is appropriate for the context established and generally holds the reader's interest. • words and expressions are generally specific, effective and descriptive
Adequate 2	<ul style="list-style-type: none"> • content and development of the topic can be discerned. • writing reads smoothly but has awkward parts and reader's interest may not be sustained. • words and expressions are clear but usually more general than specific.
Limited 1	<ul style="list-style-type: none"> • content is unclear and topic development is sketchy. • writing reads unevenly and there is little evidence of considering an audience. • words and expressions are simple and/or ineffective and indicate a lack of vocabulary for writing.

ORGANIZATION RUBRIC

Level	Description
Proficient 4	<ul style="list-style-type: none"> • excellent use of the key features of a well-formed story, i.e. setting, problem, character response and resolution. • ideas are clearly introduced and well related to story topic. • excellent development and connection of ideas in story.ending ties events and/or actions together.
Capable 3	<ul style="list-style-type: none"> • uses the key features of a well-formed story, i.e. setting, problem, character response and resolution. • ideas are introduced and related to story topic. • development and connection of ideas in story. • ending provides an appropriate finish for events and/or actions.
Adequate 2	<ul style="list-style-type: none"> • generally maintains key features of a well-formed story, i.e. setting, problem, character response and resolution • ideas are introduced and may not be related to story topic • minimal development and connection of ideas in story • ending is predictable and/or contrived but is connected to events and actions.
Limited 1	<ul style="list-style-type: none"> • no evidence of the key features of a well-formed story, i.e. setting, problem, character response and resolution. • ideas show evidence of difficulty in organizing ideaas. • unclear, missing or inconsistent development if ideas and connections. • ending, if present, is unconnected to events and/or actions.

MECHANICS RUBRIC

Level	Description
Proficient 4	<ul style="list-style-type: none"> • excellent use of the key features of a well-formed story, i.e. setting, problem, character response and resolution. • ideas are clearly introduced and well related to story topic. • excellent development and connection of ideas in story.ending ties events and/or actions together.
Capable 3	<ul style="list-style-type: none"> • sentence structure is controlled. • sentence length and type are usually varied and effective. • punctuation and capitalization are essentially correct. • familiar/unfamiliar words are spelled correctly - errors are “slips”.
Adequate 2	<ul style="list-style-type: none"> • sentence structure is generally controlled but may occasionally impede meaning. • sentences may vary in type and length. • punctuation and capitalization are usually correct. • most familiar/unfamiliar words are spelled correctly.
Limited 1	<ul style="list-style-type: none"> • sentence structure is sometimes lacking control and this often impedes meaning. • little variation of sentence length and type. • punctuation and capitalization, when present, are inconsistent. • spelling errors interfere with the clarity of communication.

STORY CHECKLIST

Name _____ Date _____

When writing my story, I did the following:

I wrote about people, places and things.	
I checked my spelling.	
I capitalized.	
I used punctuation marks - periods, question marks and exclamation marks.	
I used <u>new</u> words in my story.	
I have a good beginning, middle and ending.	
I like my story.	

PEER STORY CHECKLIST

Date: _____

Writer's Name: _____

Editor's Name: _____

I read your writing.	
I checked for spelling mistakes.	
I checked for good punctuation.	
I checked for capitalization.	

FIRST DRAFT-PEER RESPONSE CHECKLIST

My Name _____ Writer's Name _____

The best part of your story I liked

I would like to know

MY STORY MAP

Name _____ Date _____

<i>Characters</i>	<i>Beginning</i>
<i>Setting</i>	<i>Middle</i>
<i>Problem</i>	<i>End</i>

EDITING CHECKLIST

Name _____

	<u>Usually</u>	<u>Sometimes</u>	<u>Not Yet</u>
I share my ideas about my story.			
I can draw a picture about my story.			
I can write about my story.			
I can read my writing.			
I use describing words.			
I leave spaces between words.			
I use lower case letters.			
I use capitals and periods to make sentences.			
My printing is neat.			
I fixed my sentences.			

TEACHER EVALUATION - STORY WRITING

Name _____ Date _____

Story Title _____

<i>Area Assessed</i>	<i>Score</i>	<i>Comments</i>
Content	_____	
Organization	_____	
Mechanics	_____	
