

Language Arts Competency 2
To Write Expressive, Narrative and Information-based Texts
Cycle 3

Criteria	Level 1	Level 2	Level 3	Level 4
Makes personal choices about purpose, topic and text types	Makes a choice from teacher-generated formats	Makes choices without assistance	Usually makes appropriate choices without assistance	Makes choices independently and appropriately
Produces a variety of texts (narrative, persuasive, informative, expressive)	Consistently needs teacher/or peer assistance. Produces minimal variety.	Begins to produce a variety of texts with some guidance	Produces a variety of at-level texts independently	Produces a variety of cohesive, above-level texts independently
Follows a Process when Writing <ul style="list-style-type: none"> • Audience • Purpose • Revision and editing (see QEP p.87-88 for checklist)	Needs guidance to establish audience and purpose. Requires teacher intervention for revision process.	Begins to establish an audience, topic and purpose. Needs prompting to use detail. Attempts to edit; requires assistance to revise.	Usually establishes audience, purpose and text. Uses clear age-appropriate language and detail. Revision leads to improvement of the written text.	Establishes a variety of audiences, topics, levels of language and styles. Uses expressive language and detail easily. Revision enhances writing; edits independently.
Makes appropriate choices about structures and features of text type	Uses only known or teacher-generated structures.	With guidance makes some choices. Uses common patterns with some small variation.	Makes choices independently. Combines or diverges from common structures and features.	Choices make the story or other text memorable. Develops original patterns or uses elements of known structures and features to make writing memorable and precise.
Self-Evaluation and Goal-Setting	Needs guidance to see strengths and weaknesses and to set goals	Begins to identify strengths and weaknesses and suggests improvements and goals.	Identifies strengths and weaknesses. Sets goals.	Easily identifies strengths and areas for improvement. Sets clear, attainable goals.