

## **Creative Writing Success Criteria:**

- Using this format, I provide my classes with a copy of this criteria to give them consistency and familiarise them with the criteria that they are being assessed against. It helps enable students to understand what they need to do because the features that are identified here are things that we assess them for in their assessments.
- I use it to support students in knowing where to start with meeting their targets and beginning a task whilst using it to allow the higher attainers to naturally challenge themselves by deepening their learning.

# Creative Writing Success Criteria

|  |  |   |   |  |
|--|--|---|---|--|
| <b>Were your ideas relevant? Did you mention any of these?</b> |  |   |   |  |
| <input type="checkbox"/> Stage                                 | <input type="checkbox"/> Crowd               | <input type="checkbox"/> Actors                 | <input type="checkbox"/> Gallery/Balcony      | <input type="checkbox"/> Sky/Air         |
| <b>Did you vary your sentence length?</b>                      |  |   |   |  |
| <input type="checkbox"/> Compound<br>("and")                   | <input type="checkbox"/> Complex<br>(clause) | <input type="checkbox"/> Simple                 | <input type="checkbox"/> Fragment or<br>Minor | <input type="checkbox"/> List            |
| <b>Did you use a range of punctuation?</b>                     |  |   |   |  |
| <input type="checkbox"/> Full stop                             | <input type="checkbox"/> Comma               | <input type="checkbox"/> Semicolon              | <input type="checkbox"/> Colon                | <input type="checkbox"/> Brackets        |
| <input type="checkbox"/> Question<br>Mark                      | <input type="checkbox"/> Ellipsis            | <input type="checkbox"/> Exclamation<br>Mark    | <input type="checkbox"/> Dash                 | <input type="checkbox"/> Speech<br>marks |
| <b>Did you use a range of language techniques?</b>             |  |   |   |  |
| <input type="checkbox"/> Simile                                | <input type="checkbox"/> Metaphor            | <input type="checkbox"/> Colours                | <input type="checkbox"/> Alliteration         | <input type="checkbox"/> Senses          |
| <input type="checkbox"/> Personification                       | <input type="checkbox"/> Pathetic<br>fallacy | <input type="checkbox"/> Rule of<br>three       | <input type="checkbox"/> Adjectives           | <input type="checkbox"/> Adverbs         |
| <b>Did you use paragraphs?</b>                                 |  | <b>Did you try to use ambitious vocabulary?</b> |   |  |
| <input type="checkbox"/> Yes                                   |  | <input type="checkbox"/> At least one           | <input type="checkbox"/> At least three       | <input type="checkbox"/> At least five   |

EBI

I am going to try and use <sup>by</sup> a ~~map~~ <sup>acoustic</sup> technique and im going to use different sentence lengths and starters.

§) Clouds tower over the sides ~~as~~; The <sup>roar</sup> immense stage spreads over the surface. Birds chirp, echoing around the stage. The people talk and clap filling the atmosphere. People jostle and bustle as they try to get closer to the stage. Overlooking down on the people in the lower part of the stage they are like the birds that soar over the sky. They look at the top of the stage with their amazing views. Clasping the wooden railing, the woman stares blankly at the stage. A man (dark haired with slight waves) looks over the woman.

I used this in a creative writing lesson with Year 8:

- Reflect on success criteria.
- Set target against criteria based on recent classwork and their assessment.
- Scaffolding creative writing with modelling.
- Independent writing with criteria to support.
- Peer-assessment using criteria.
- Selecting a new target as necessary with the criteria allowing them to see where they could improve

|  |  |  |   |   |
|--|--|--|---|---|
| <b>Were your ideas relevant? Did you mention any of these?</b> |  |  |   |   |
| <input checked="" type="checkbox"/> Stage                      | <input checked="" type="checkbox"/> Crowd    | <input checked="" type="checkbox"/> Actors       | <input checked="" type="checkbox"/> Gallery/Balcony | <input checked="" type="checkbox"/> Sky/Air       |
| <b>Did you vary your sentence length?</b>                      |  |  |   |   |
| <input checked="" type="checkbox"/> Compound ("and")           | <input type="checkbox"/> Complex (clause)    | <input checked="" type="checkbox"/> Simple       | <input type="checkbox"/> Fragment or Minor          | <input type="checkbox"/> List                     |
| <b>Did you use a range of punctuation?</b>                     |  |  |   |   |
| <input checked="" type="checkbox"/> Full stop                  | <input checked="" type="checkbox"/> Comma    | <input checked="" type="checkbox"/> Semicolon    | <input type="checkbox"/> Colon                      | <input checked="" type="checkbox"/> Brackets      |
| <input type="checkbox"/> Question Mark                         | <input checked="" type="checkbox"/> Ellipsis | <input type="checkbox"/> Exclamation Mark        | <input type="checkbox"/> Dash                       | <input type="checkbox"/> Speech marks             |
| <b>Did you use a range of language techniques?</b>             |  |  |   |   |
| <input checked="" type="checkbox"/> Simile                     | <input checked="" type="checkbox"/> Metaphor | <input type="checkbox"/> Colours                 | <input checked="" type="checkbox"/> Alliteration    | <input checked="" type="checkbox"/> Senses        |
| <input type="checkbox"/> Personification                       | <input type="checkbox"/> Pathetic fallacy    | <input type="checkbox"/> Rule of three           | <input checked="" type="checkbox"/> Adjectives      | <input checked="" type="checkbox"/> Adverbs       |
| <b>Did you use paragraphs?</b>                                 |  | <b>Did you try to use ambitious vocabulary?</b>  |   |   |
| <input checked="" type="checkbox"/> Yes                        |  | <input checked="" type="checkbox"/> At least one | <input checked="" type="checkbox"/> At least three  | <input checked="" type="checkbox"/> At least five |

The use of the success criteria meant that the students could see where they were succeeding which meant peer-assessment was more effective and feedback was more meaningful.