Report Writing

Student Name: _____

Report Writing Frame

Learning Goal: I can use an organizer to plan my main ideas and supporting examples/details.

Heading/Headline and By-line

Definition

First Sub-heading and Paragraph/ Lead Paragraph (who, what, where, why, how)

Sub-heading and Paragraph

Sub-heading and Paragraph

Sub-heading and Paragraph

Conclusion (summarise the significance, consequences)

Visuals

Report Writing – Success Criteria

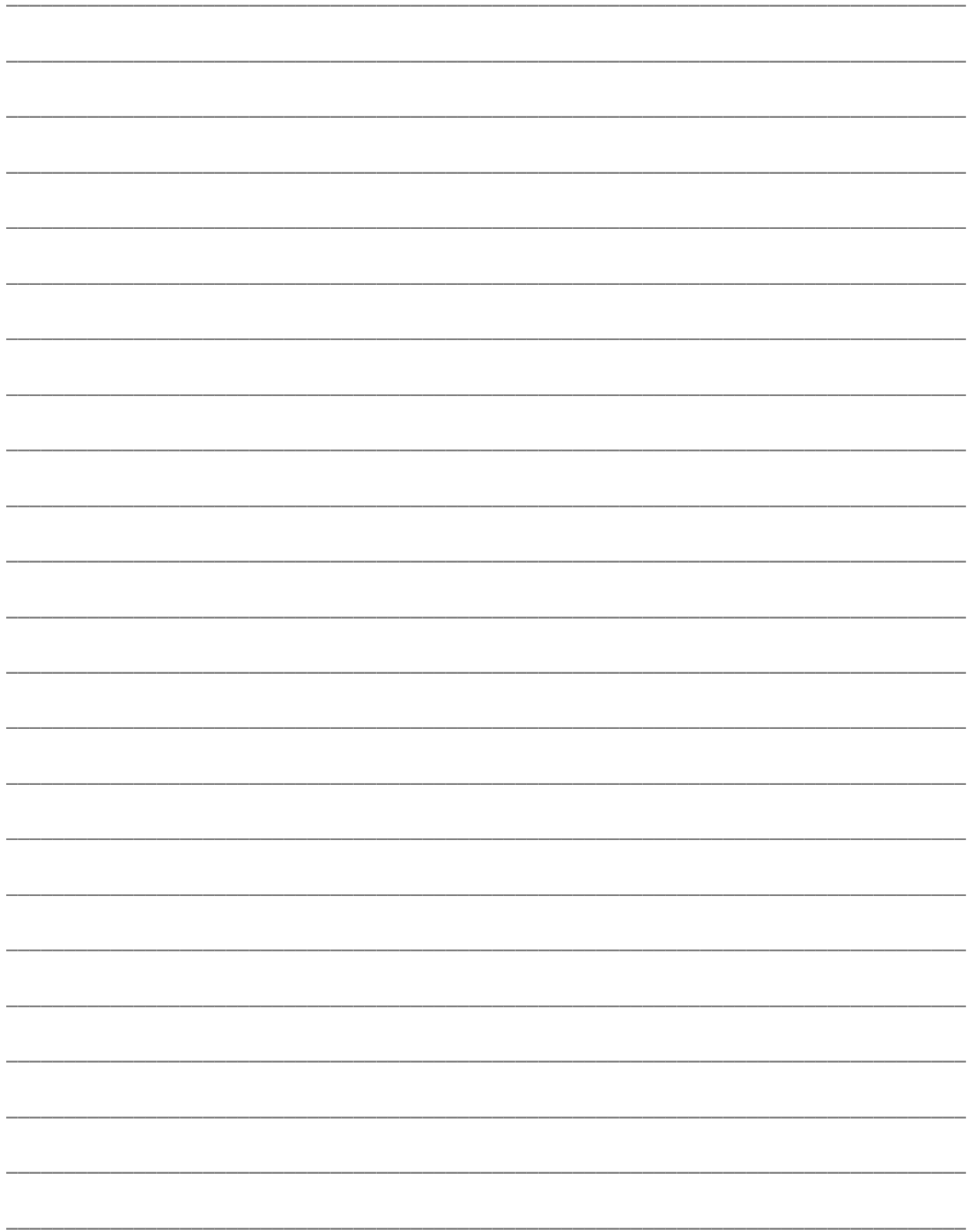**Learning Goal:** I can use the success criteria to improve my writing.

T	S	Success Criteria	Feedback
		Knowledge and Understanding	
□	□	I have all components of the report *	
□	□	I have demonstrated understanding of the content	
		Thinking	
□	□	I have included important facts/details	
□	□	I used my planner to generate and organize key facts and ideas	
□	□	I used peer and teacher feedback to improve quality of report	
		Communication	
□	□	I have used my own words	
□	□	My facts are organized and in a logical order	
□	□	I have used grade appropriate grammar, spelling, punctuation, and vocabulary	
□	□	I have integrated visuals with labels (optional)	
		Application	
□	□	I have included sources and quotes	
□	□	I can reflect /evaluate on the content	

One thing I did well was…

One thing I need to improve on is…

This is how I am going to improve…

*Non-Chronological /Informational Report (heading, definition, sub-headings, paragraphs, conclusion, and visuals)
Newspaper Report (headline, by-line, lead and main paragraph/s, conclusion, sources, and visuals)
Book Report (*t*itle of book, author, genre, summary, evaluation, visuals)

Report Writing – First Draft

Learning Goal: I can transfer my ideas from the organizer into correct paragraph structure.
Learning Goal: I can write an organized report using proper paragraphs.
Learning Goal: I can use the feedback from my teacher and peers to improve my writing.

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Peer Revising/Editing Checklist

When reading my peer's work, I checked to see if:

Criteria	Editor's Comments
I have included all components of the report *	
Most important facts are included	
Facts are organized in a logical order	
The report is written in the student's own words	
There are sources, quotes, and visuals with labels are appropriate to the report (optional)	
There is a reflection /evaluation of the content	
The spelling, grammar, punctuation, and vocabulary are grade appropriate	

*Non-Chronological /Informational Report (heading, definition, sub-headings, paragraphs, conclusion, and visuals)
Newspaper Report (headline, by-line, lead and main paragraph/s, conclusion, sources, and visuals)
Book Report (*t*itle of book, author, genre, summary, evaluation, visuals)

Editor's Name: _____   Writer's Name: _____

Revision Checklist

Use the checkboxes and criteria below when revising/ editing your Report.

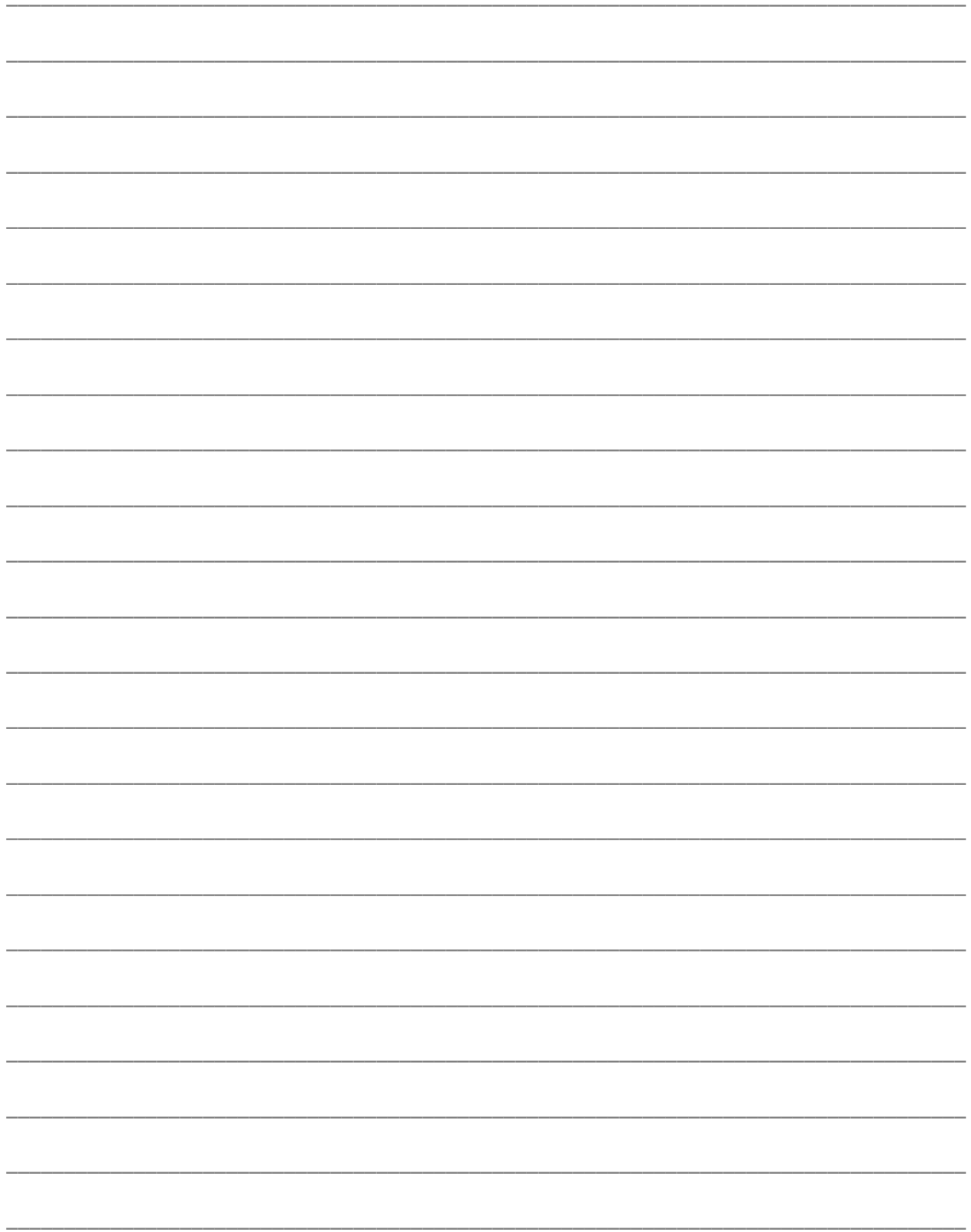Revising: When revising my work, I have tried to make certain:

☐ I have included all components of the report *

☐ Most important facts/ ideas are included

☐ The report is written in my own words

☐ Facts are organized in a logical order

☐ There is a reflection /evaluation of the content

☐ I have used my peer's and teacher's feedback to improve my report

Editing: When editing my work, I have tried to make certain:

☐ The report is written with indented paragraphs

☐ The report is free of errors in grammar, punctuation, and spelling

Report Writing – Final Copy

Learning Goal: I can use feedback (teacher/peers) to write a final draft free of conventional errors.

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Report Writing – Rubric

Category/Criteria	Level 4	Level 3	Level 2	Level 1
Knowledge *Knows the parts of a report Understands the content	- report components are clear and concise - broad comprehension of content	- includes all parts of an report - clear comprehension of content	- includes some parts of an report - some comprehension of content	- information is not written in report form - limited comprehension of content
Inquiry Information gathered Uses the graphic organizer to plan for writing Uses peer and teacher feedback to improve quality of report	- most important facts/ details are included in the report - effectively uses the planner to generate and organize key facts and ideas - uses all peer and teacher feedback to improve quality of report	- many important facts/ details are included in the report - uses the planner to generate and organize key facts and ideas - uses peer and teacher feedback to improve quality of report	- some important facts/ details are included in the report - somewhat uses the planner to generate and organize key facts and ideas - uses some peer and teacher feedback to improve quality of report	- Few important facts/ details are included in the report - ineffectively uses the planner to generate and organize key facts and ideas - uses limited peer and teacher feedback to improve quality of report
Communication Uses own words/ voice to convey information Organizes facts using a logical order Uses grade appropriate grammar, spelling, punctuation, and vocabulary Integrates visuals with labels/ sources	- uses own words effectively and demonstrates voice - facts are organized in a logical order (using connectives) and make sense - there no errors in spelling, grammar, or punctuation -visuals/quotes are fitting and support the content	- uses own words effectively - facts are organized and make sense - there are few errors in spelling, grammar, or punctuation -visuals/quotes are fitting	- some evidence of own words - facts are somewhat organized and make sense - there are some errors in spelling, grammar, and punctuation -visuals/quotes are incomplete or unfitting	- does not use own words - facts are mixed up and don't make sense - there are many errors in spelling, grammar, and punctuation -no visuals/quotes
Application Includes a reflection/ evaluation	-identifies a reflection / evaluation and makes a connection to the report	-identifies a reflection / evaluation	-somewhat identifies a reflection / evaluation	- no reflection / evaluation to the report