

# Build rubrics with older writers

## RUBRIC PURPOSES:

### TO COLLECT DATA

#### Data-collection rubrics

- This rubric is often found online, came with the curriculum, &/or based on emerging state test expectations.
- All grade-level teachers use the same rubric.
- Criteria is written in teacher lingo and used by teachers/adults only.
- Rubric criteria never changes.
- Scores are submitted for tracking grade-level growth.

### TO INFORM INSTRUCTION

#### Instructional rubrics

- This rubric is made *with* the students.
- All grade-level teachers will *not* have similar looking rubrics.
- Criteria is written in kid-friendly language and used by teachers and students.
- Rubric criteria changes throughout the year.
- Scores are used to drive future classroom instruction.

## Introduce the rubric-making process.

Introduce key words.

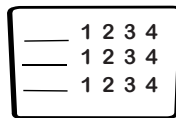
- Introduce *rubric*.
- Introduce *anchor examples*.
- Introduce *traits* (e.g., categories).
- Introduce *criteria* (e.g., description).
- Introduce *levels*.

Recognize various assessment tools.

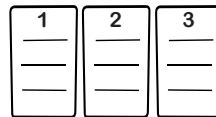
- Checklist



- Likert Scale



- Rubric



Take advantage of specific feedback.

- Holistic scoring
- Analytic scoring

## Locker Rubric



**1** TIME TO CLEAN

- Several coats (may not all be yours) may or may not be on the hook.
- Few/No bags on hooks.



**2** **3** PRETTY CLEAN

- 1-2 of your coats are on the hook.
- Most bags are on hooks.



**4** **5** CLEAN

- 1 in-season coat of yours is on the hook.
- All bags are on hooks.

- Books crammed on top AND bottom shelves.
- Most spines are not visible.

- Books mostly stacked neatly on top AND bottom shelves.
- Most spines facing out & easy to read.

- All books stacked neatly on top OR bottom shelf.
- All spines facing out & easy to read.

- Lots of trash.
- Many loose papers.
- Many extra items that are not related to classes or school.

- A little trash.
- A few loose papers.
- A few extra items that are not related to classes or school.

- No trash.
- No loose papers.
- No extra items that are not related to classes or school.

CLOTHING  
BOOKS  
EXTRA ITEMS

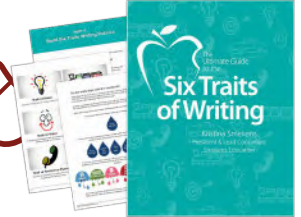
### Use anchor papers to generate an initial writing rubric.

#### BEFORE THE LESSON

Prepare parallel writing samples before the lesson.  
Find, swap, or create 3 writing samples (all on the same topic) to represent the current *high*, *middle*, and *low* levels of the writers.

#### SECRET SITE RESOURCE

Six Traits of Writing:  
The Ultimate Guide



- STEP 1 Introduce that the purpose of the day's mini-lesson is to generate a 5-point writing rubric for them to use to define if their writing is "good."
- STEP 2 Along the far left, identify the traits of a writing rubric (e.g., the 6 Traits, academic vocabulary from the standards, etc.).
- STEP 3 Reveal the "high" writing sample. Ask students to describe each trait. Jot down their kid-friendly language in the *Level 5* column.
- STEP 4 Add a skinny column to the left and label it *Level 4*.
- STEP 5 Add a wide column to the left and label it *Level 3*. Reveal the "middle" writing sample. Capture students' description of the each trait.
- STEP 6 Add another skinny column to the left and label it *Level 2*.
- STEP 7 Add another wide column to the left and label it *Level 1*. Reveal the "low" writing sample. Capture students' description of the each trait.
- STEP 8 Acknowledge that although Levels 2 and 4 are *not* described, they are earned when a writing product has characteristics from multiple levels.

#### END THE LESSON

Self-assess a previous draft.

|                  | Level 1<br>JUST-STARTED WRITING | 2 | Level 3<br>OK WRITING | 4 | Level 5<br>GREAT WRITING |
|------------------|---------------------------------|---|-----------------------|---|--------------------------|
| Ideas            |                                 |   |                       |   |                          |
| Organization     |                                 |   |                       |   |                          |
| Voice            |                                 |   |                       |   |                          |
| Word Choice      |                                 |   |                       |   |                          |
| Sentence Fluency |                                 |   |                       |   |                          |
| Conventions      |                                 |   |                       |   |                          |

|                  | 1   | 2 | 3  | 4 | 5   |
|------------------|---|---|--|---|---|
| Ideas            | • Few/No details<br>• The Writer doesn't know much on the topic                       |   | • Some details - Need more<br>• The Writer knows a little about the topic                |   | • Lots of interesting details<br>• The writer sounds like an expert on topic        |
| Organization     | • Middle Only!!<br>• Order does NOT make sense  |   | • BM - no end!!<br>• Some ideas out of order   |   | • BME - all 3!<br>• Order makes sense - Easy to follow                              |
| Voice            | • Reader is bored<br>• I don't want to read this to anyone                            |   | • Some boring parts - Some interesting parts<br>• I want to read part of this to someone |   | • The reader enjoys the whole story<br>• I want to read the whole story             |
| Word Choice      | • Few or No purple words<br>• All Telling   |   | • Some purple words<br>• Some Showing Some Telling                                       |   | • Tons of purple words<br>• Mostly Shows  |
| Sentence Fluency | • Few/None of them start in a different way<br>• All my sentences are the same length |   | • Some of them start in a different way<br>• Two types of sentence lengths               |   | • Most of my sentences start in a different way<br>• A good mix of sentence lengths |
| Conventions      | • I have lots of punctuation mistakes<br>• I forgot to capitalize and indent          |   | • I have some punctuation mistakes<br>• I capitalized and indented most of my time       |   | • I have few/no punctuation mistakes<br>• I capitalized and indented                |

### October Writing Rubric

## Build an instructional rubric with every class/section.

- Recognize that if the rubric includes kid-friendly language— it is parent-friendly, too.
- Represent writing expectations appropriate for the time of the year.

|                             | 1  | 2 | 3  | 4 | 5   |
|-----------------------------|--|---|--|---|---|
| <b>Idea Development</b>     | <ul style="list-style-type: none"> <li>• You don't have a lot of information</li> <li>• Little or no details</li> <li>• Completely off-topic</li> <li>• You can't tell what the topic is</li> </ul>  |   | <ul style="list-style-type: none"> <li>• Some details, need more</li> <li>• Information included, but add more</li> <li>• Off-topic once in awhile, but not always</li> <li>• Know most of the facts, but some seem to be guesses</li> <li>• Identifiable topic</li> </ul> |   | <ul style="list-style-type: none"> <li>• Never off-topic</li> <li>• <u>Over-achieving in details...lots of them!</u></li> <li>• You have a lot of information</li> <li>• You know all the facts</li> <li>• Writing makes readers think about the topic</li> </ul> |
| <b>Organization</b>         | <ul style="list-style-type: none"> <li>• Paragraphs out of order; does not make sense</li> <li>• Ideas/paragraphs blended together</li> <li>• Repetitive</li> <li>• Missing more than one major paragraphs</li> <li>• Sentences within the paragraph out of order</li> </ul> |   | <ul style="list-style-type: none"> <li>• A couple paragraphs out of order, but others in the right spot</li> <li>• Slightly repetitive, but not much</li> <li>• Missing one paragraph</li> <li>• Sentences within the paragraph mostly in order</li> </ul>                 |   | <ul style="list-style-type: none"> <li>• All paragraphs in order and easy to understand</li> <li>• Not repetitive at all</li> <li>• All sentences flow together</li> <li>• No paragraphs are missing</li> </ul>   |
| <b>Style</b>                | <ul style="list-style-type: none"> <li>• No enthusiasm</li> <li>• Reader is bored</li> <li>• Boring words</li> <li>• 8 box crayon words</li> </ul>   |   | <ul style="list-style-type: none"> <li>• Some enthusiasm</li> <li>• Reader is somewhat bored and sometimes interested/engaged</li> <li>• Some boring, some power words</li> <li>• 16-24 crayon box words</li> </ul>  |   | <ul style="list-style-type: none"> <li>• Always enthusiastic</li> <li>• Readers are interested throughout the whole paper</li> <li>• Tons of power words</li> <li>• 99 box/tower of crayon words</li> </ul>   |
| <b>Language Conventions</b> | <ul style="list-style-type: none"> <li>• Misuse of punctuation marks</li> <li>• Lots of misspelled words</li> <li>• Misuse use of capitalization</li> </ul>  |   | <ul style="list-style-type: none"> <li>• Some misspelled words</li> <li>• Some punctuation marks missing or used wrong</li> <li>• 2-3 words with capitalization errors</li> </ul>  |   | <ul style="list-style-type: none"> <li>• No misspelled words</li> <li>• Correct punctuation</li> <li>• Excellent use of capitalization</li> </ul>   |

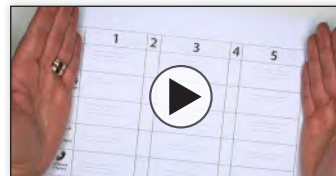
### SPIN-OFF SESSIONS



#### ASSESSMENT

- Session 1: Assess based on instruction.
- Session 2: Build rubrics with young writers.
- Session 4: Tally points & calculate grades.
- Session 5: Provide frequent feedback.

### SECRET SITE RESOURCES



Use a Six-Traits rubric for efficient assessment.

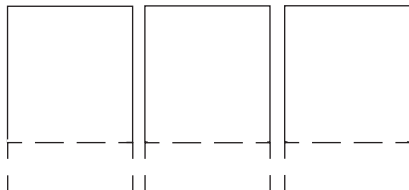
|                         | 1 • JUST-STARTED WRITING  | 2 | 3 • OK WRITING   | 4 | 5 • GREAT WRITING   |
|-------------------------|---|---|--|---|---|
| <b>Ideas</b>            | <ul style="list-style-type: none"> <li>• Few details; needs a lot more.</li> <li>• Writer doesn't seem to know much about the topic.</li> </ul> |   | <ul style="list-style-type: none"> <li>• Some interesting details; needs more.</li> <li>• Writer seems to know some things about the topic.</li> </ul>         |   | <ul style="list-style-type: none"> <li>• Lots of interesting details.</li> <li>• Writer sounds like an expert on the topic.</li> </ul>          |
| <b>Organization</b>     | <ul style="list-style-type: none"> <li>• Ideas/information is out of order. Hard to follow.</li> <li>• Includes B only— no I or C.</li> </ul>   |   | <ul style="list-style-type: none"> <li>• Order of ideas/information mostly makes sense. Mostly easy to follow.</li> <li>• Includes I, B,— but no C.</li> </ul> |   | <ul style="list-style-type: none"> <li>• Order of ideas/information makes sense. Easy to follow.</li> <li>• Includes I, B, C— all 3.</li> </ul> |
| <b>Voice</b>            | <ul style="list-style-type: none"> <li>• The reader wasn't engaged; many parts boring.</li> </ul>   |   | <ul style="list-style-type: none"> <li>• The reader was interested/engaged in some parts; some parts a little boring.</li> </ul>                               |   | <ul style="list-style-type: none"> <li>• The reader was interested/engaged the entire time.</li> </ul>  |
| <b>Word Choice</b>      | <ul style="list-style-type: none"> <li>• Lots of R.I.P. words.</li> </ul>   |   | <ul style="list-style-type: none"> <li>• Some WOW words (purple words); some R.I.P. words.</li> </ul>  |   | <ul style="list-style-type: none"> <li>• Lots of WOW words (purple words).</li> </ul>   |
| <b>Sentence Fluency</b> | <ul style="list-style-type: none"> <li>• The reader had to reread to figure out many sentences.</li> </ul>                                      |   | <ul style="list-style-type: none"> <li>• Easy to read most sentences, although some parts the reader had to reread to figure out.</li> </ul>                   |   | <ul style="list-style-type: none"> <li>• Easy to read the sentences the first time through.</li> </ul>  |
| <b>Conventions</b>      | <ul style="list-style-type: none"> <li>• Lots of mistakes.</li> </ul>   |   | <ul style="list-style-type: none"> <li>• A few mistakes.</li> </ul>  |   | <ul style="list-style-type: none"> <li>• No mistakes.</li> </ul>  |



### Update the same writing rubric all year long.

Make room for additional criteria.

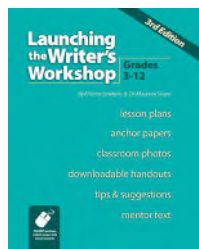
1. Cut and tape paper into the rubric.



2. Type into a digital table/Google doc.

| Writing Rubric   |   |   |   |   |   |
|------------------|---|---|---|---|---|
|                  | 1 | 2 | 3 | 4 | 5 |
| Ideas            |   |   |   |   |   |
| Organization     |   |   |   |   |   |
| Voice            |   |   |   |   |   |
| Word Choice      |   |   |   |   |   |
| Sentence Fluency |   |   |   |   |   |
| Conventions      |   |   |   |   |   |

3. Group sentence strips.



### SECRET SITE RESOURCE



How do the 6 Traits fit within state writing rubrics?

### Original

| Writing Rubric   |   |  |   |   |   |
|------------------|---|--|---|---|---|
|                  | 1   | 2  | 3   | 4 | 5 |
| Ideas            | • Few/No details<br>• The Writer doesn't know much on the topic                       | • Some details - Need more<br>• The Writer knows a little about the topic                | • Lots of interesting details<br>• The writer sounds like an expert on topic        |   |   |
| Organization     | • Middle Only!!<br>• Order does NOT make sense  | • BM - no end!!<br>• Some ideas out of order   | • BME - all 3!<br>• Order makes sense - Easy to follow                              |   |   |
| Voice            | • Reader is bored<br>• I don't want to read this to anyone                            | • Some boring parts - Some interesting parts<br>• I want to read part of this to someone | • The reader enjoys the whole story<br>• I want to read the whole story             |   |   |
| Word Choice      | • Few or No purple words<br>• All Telling   | • Some purple words<br>• Some Showing Some Telling                                       | • Tons of purple words<br>• Mostly Shows  |   |   |
| Sentence Fluency | • Few/None of them start in a different way<br>• All my sentences are the same length | • Some of them start in a different way<br>• Two types of sentence lengths               | • Most of my sentences start in a different way<br>• A good mix of sentence lengths |   |   |
| Conventions      | • I have lots of punctuation mistakes<br>• I forget to capitalize and indent          | • I have some punctuation mistakes<br>• I capitalized an indented most of time           | • I have few/no punctuation mistakes<br>• I capitalized and indented                |   |   |

● Teach more. Then expect more.

### Updated

| Writing Rubric   |   |  |  |   |   |
|------------------|---|--|--|---|---|
|                  | 1   | 2  | 3  | 4 | 5 |
| Ideas            | • Few/No details<br>• The Writer doesn't know much on the topic                       | • Some details - Need more<br>• The Writer knows a little about the topic                | • Lots of interesting details<br>• The writer sounds like an expert on topic           |   |   |
| Organization     | • Topic is too big, too broad<br>• Middle Only!!<br>• Order does NOT make sense       | • Topic is a little too big, too broad.<br>• BM - no end!!<br>• Some ideas out of order  | • Topic is small and narrow.<br>• BME - all 3!<br>• Order makes sense - Easy to follow |   |   |
| Voice            | • Ideas are connected with And... And... And... And...                                | • Ideas are connected with And... And then... So... So then... But... Because            | • Ideas are connected with First... Then... Next... Later... Finally...                |   |   |
| Word Choice      | • Reader is bored<br>• I don't want to read this to anyone                            | • Some boring parts - Some interesting parts<br>• I want to read part of this to someone | • The reader enjoys the whole story<br>• I want to read the whole story                |   |   |
| Sentence Fluency | • Few or No purple words<br>• All Telling   | • Some purple words<br>• Some Showing Some Telling                                       | • Tons of purple words<br>• Mostly Shows   |   |   |
| Conventions      | • Uses "Kindergarten" verbs<br>(take go)  | • Uses predictable action verbs<br>(grab run)  | • Uses precise & descriptive action verbs<br>(snatch dash)                             |   |   |
| Sentence Fluency | • Few/None of them start in a different way<br>• All my sentences are the same length | • Some of them start in a different way<br>• Two types of sentence lengths               | • Most of my sentences start in a different way<br>• A good mix of sentence lengths    |   |   |
| Conventions      | • I have lots of punctuation mistakes<br>• I forget to capitalize and indent          | • I have some punctuation mistakes<br>• I capitalized an indented most of time           | • I have few/no punctuation mistakes<br>• I capitalized and indented                   |   |   |