

Build rubrics with young 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.

Build a non-writing rubric.

A CLEAN DESK RUBRIC		
		
		
		

A CLEAN CADDY RUBRIC		
		
		
		
		

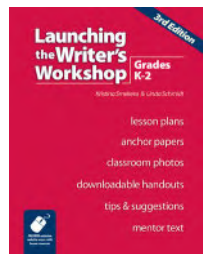
A CLEAN CUBBY RUBRIC		
		
		
		
		

Introduce key words.

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

 **SECRET SITE RESOURCES**
 All graphics are available as JPEGs.


RELEVANT RESOURCE



Build a writing rubric.

Prepare parallel writing samples *before* the lesson.

Create 4-5 writing samples *all on the same topic* (e.g., playing outside, my family, self-portrait, fun time at recess).



Prepare the chart paper/wall space.

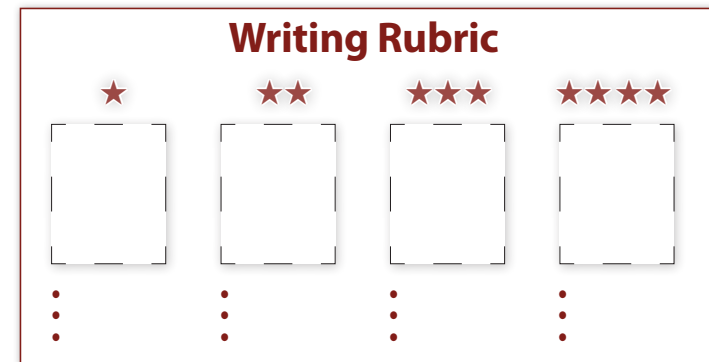
Announce that you're going to build another rubric.



Yesterday we created a Clean ___ rubric. Today we are going to build a Writing rubric. This rubric will help us to score our own writing and see how we can make it even better.

Execute the whole-class mini-lesson.

1. Read all of the writing samples in no particular order.
2. Ask *Which is the best writing?*
 - Tape students' selection to the far right of a piece of chart paper.
 - Label this "best" sample as 4-star writing.
 - Discuss why students think it's the best.
 - Note these qualities and characteristics (i.e., criteria) below the sample.
3. Then ask *Which is the second best?*
 - Tape the second-best example to the left of the highest one.
 - Label it as 3-star writing.
 - Discuss its strengths and weaknesses. *What does the 4-star writing have that this one doesn't* (e.g., more colors, more details, more words/sentences, etc.)?
 - Note these qualities and characteristics (i.e., criteria) below the sample.
4. Repeat this process with the remaining writing samples.
5. Conclude the rubric-making process asking students, *Which one is the best? What level are you striving for?*



Use writing samples to build rubrics with descriptive criteria.



1 No colors
No detail

2 Only 1 color
Only a little detail
Messy coloring

3 More colors
More detail
Messy coloring

4 Lots of colors
More detail
Good coloring

5 Lots of colors - correct colors
Tons of detail
Awesome coloring

★

I have lots of blue things in my room. I like it lots.

- Needs a beginning
- Needs a lot more sentences (way too short)
- Some parts don't make sense
- No purple words
- Forgot to check spelling
- Forgot a lot of punctuation
- Forgot a lot of capitals

★★

My room has a dolphin on the wall. There are lots of blue things. I have blue carpet and flowers and stuff. I have lots of blue in my room. You would like my room!

- Needs a beginning
- Needs a few more sentences (a little short) - Mostly makes sense
- Few purple words
- Uses some punctuation. Forgot some
- Capitals sometimes. Forgot some
- Need to look around room for spelling
- Handwriting pretty good

★★★

There is no room as spectacular as mine!

My room has a dolphin on the wall. I have my dad's old bed. I have blue carpet so I pretend that it is the ocean. I have blue flags on my bedspread. I have a lot of blue things. My room is my favorite place in the house.

- Great beginning
- Wrote 7 sentences (details)
- Totally makes sense
- Lots of purple words
- Uses punctuation for every sentence
- Uses lots of spaces correctly
- Capital letters for every sentence
- Handwriting is very neat

Write a sentence

I can see a hos.

Used finger spaces

Spells words

I can see a hos. It is war I liv. I like my hos.

Used finger spaces

Spells words

add a to hos

add a to hos

They added a period

3 sentences

Rate Your Writing

1 I have a dog.

2 I have a dog. His name is Radon.

3 I have a dog. His name is Radon. He is a dog.

4 I have a dog.

My picture tells a story

I write neatly

I label my pictures

I write beginning sounds

I add detail

I write neatly

I label my pictures

I stretch my words out

I use capital letters at the beginning of my sentences

I use punctuation

I use capital letters at the beginning of my sentences

I use punctuation

I use capital letters at the beginning of my sentences

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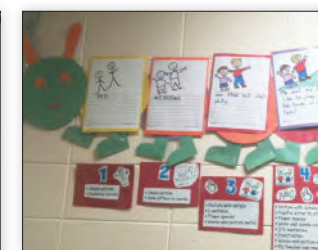
I use punctuation

2 I played with my dog.

3 I went outside and played fetch with Gus. It was fun.

4 My dog Gus and I played fetch in our backyard. I threw the ball and he ran fast.

My dog Gus and I played fetch in our backyard. I threw the red ball all the way to the back fence for me to get it and brought it back!



SPIN-OFF SESSION

ASSESSMENT Session 5: Provide frequent feedback.

Check your work! Can you get ☆☆☆☆?

	☆	☆☆	☆☆☆	☆☆☆☆
Name		SOBER	ROBERT	Robert
Picture				
Coloring				
Writing		JOE	ICANPIA	I can play.

Update the same writing rubric all year long.

Teach more; expect more.



Your writing is getting so good! Some of you were writing like this (point to lower levels), but now you're writing more like this (point to middle levels). And some of you are writing like this (point to highest level). This is very exciting, because it means we're getting better, and it's time to make a new writing goal.

Writing Rubric

★	★★	★★★	★★★★	★★★★★
⋮	⋮	⋮	⋮	⋮

★★★★★

Plan wall space/
chart space to
add rubric levels
and criteria.



6★	7★	8★
⋮	⋮	⋮

Label each level with a limitless theme (e.g., number of stars, caterpillar body sections, etc.).

Prepare 1-2 additional writing sample(s).

These might include skills like:

- Reveals more picture details.
- Incorporates more labels around picture.
- Writes a complete thought written below the picture.
- Spells high-frequency/word-wall words correctly.
- Writes more sentences and draws less.
- Packs in more Wow! words.
- Uses correct conventions (e.g., capitals, spaces, end marks).
- Varies sentence beginnings (rather than *I like... I like... I like...*).
- Includes a beginning and ending sentence.
- Uses transition words (rather than *So...So...So... And, And, And*).

With each new level, include a writing sample (on the same topic) and kid-friendly criteria.

	Picture has 1-2 colors.	Picture has 3-4 colors.	Picture has 5 or more colors.
	Can you add more detail words?	Wrote with some detail words.	Wrote with lots of detail words.
	Forgot lots of spaces.	Spaces between most words.	Spaces between every word.
	Oops! Forgot your capital letters.	Most sentences start with a capital letter.	Every sentence starts with a capital letter.
	Oh no! No WOW! words.	1-2 WOW! words.	Lots of WOW! words.

For those teaching the 6 Traits, keep similar trait criteria together using sentence strips and trait icons.