



MEET WRITER NEEDS

Build a PK-2 rubric that grows with your students

PRESENTER

HOLLY SLUYTER
hsluyter@smekenseducation.com

SPARK YOUR NEXT STEPS

ASSESSMENT TOOLS

- **CHECKLISTS** describe 1 level.
- **HIGH-LOW LISTS** describe 2 levels.
- **LIKERT SCALES** offer multiple levels but describe only 1.
- **RUBRICS** describe 3 or more levels.

DATA-COLLECTION RUBRICS

- This type of rubric is often found online or comes with a curriculum adoption, or is 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.

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 increases throughout the year.
- Scores are used to drive future classroom instruction.

DAY 1 Introduce the rubric-making process.

Build a non-writing rubric.

| A CLEAN DESK RUBRIC | | | A CLEAN CADDY RUBRIC | | | A CLEAN CUBBY RUBRIC | | |
|---------------------|--|--|----------------------|--|--|----------------------|--|--|
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Multiple **LEVELS** honor the lowest & nudge the highest.

TRAITS are the categories being assessed.

CRITERIA describe expectations, increasing in quality across rubric levels.



SECRET SITE RESOURCES All graphics shown above are available as JPEGs.



RELEVANT RESOURCE

Launching the Writer's Workshop: Grades K-2

DAY 2 Build a writing rubric.

Prepare parallel writing samples *before* the lesson.

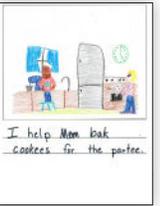
BEFORE THE LESSON

- STEP 1: Collect authentic writing samples from your students.
- STEP 2: Sort student writing into high, middle, and low piles.
- STEP 3: List the qualities of the highest examples.
- STEP 4: List the qualities of the lowest examples.
- STEP 5: Blend the qualities to establish middle-level criteria.

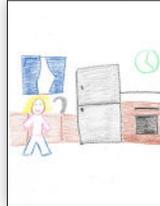
STEP 6: Refine the criteria before introducing the rubric to students.

- List only skills you have taught/reviewed this year.
- Revise wording to describe what IS included.
- Edit down to the fewest words.
- Separate skills into individual bullets.
- Color code each time an expectation is added to a level for the first time.

STEP 7: Create parallel writing samples that include the ingredients listed for each level described.

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|  |  |  |  |  |
| <ul style="list-style-type: none"> • Letter labels • Close-up details • All colored in • Draw with shapes • Detailed people • 2 or more colors | <ul style="list-style-type: none"> • Word label • Close-up details • All colored in • Draw with shapes • Detailed people • 2 or more colors | <ul style="list-style-type: none"> • Many word labels • Word-Wall Words • Big words s-t-r-e-t-c-h-e-d • Close-up details • All colored in • Draw with shapes • Detailed people • 2 or more colors | <ul style="list-style-type: none"> • 1-2 sentences • Period . • Capital at the beginning • Spaces • Word-Wall Words • Big words s-t-r-e-t-c-h-e-d • Close-up details • All colored in • Draw with shapes • Detailed people • 2 or more colors | <ul style="list-style-type: none"> • 2-3 sentences • 1 is capitalized • Period . • Capital at the beginning • Spaces • Word-Wall Words • Big words s-t-r-e-t-c-h-e-d • With or without a picture |

* The rubric presented is only an example. Use your own students' writings to determine skill criteria appropriate for your class.

| | | | | |
|---|---|--|--|---|
|  |  |  |  |  |
| <ul style="list-style-type: none"> • 1 color | <ul style="list-style-type: none"> • Draw with shapes • 1 color | <ul style="list-style-type: none"> • Draw with shapes • 2 or more colors | <ul style="list-style-type: none"> • All colored in • Draw with shapes • 2 or more colors | <ul style="list-style-type: none"> • Detailed people • All colored in • Draw with shapes • 2 or more colors |

DELIVER THE LESSON

- STEP 1: Review the word *rubric*.
- STEP 2: Introduce the set of numbered stars that represent the different levels.
- STEP 3: Reveal the set of anchor paper writing examples.
- STEP 4: Post them under the corresponding stars.
- STEP 5: Starting with the Level 1, read aloud the specific criteria while pointing out each of the skills evident within the 1-star anchor paper. Repeat this process with the remaining levels.
- STEP 6: Conclude the lesson encouraging students to strive for the most stars!

DAY 3 Demonstrate how a writer uses the rubric.

Model how the rubric reveals a writer's next steps.

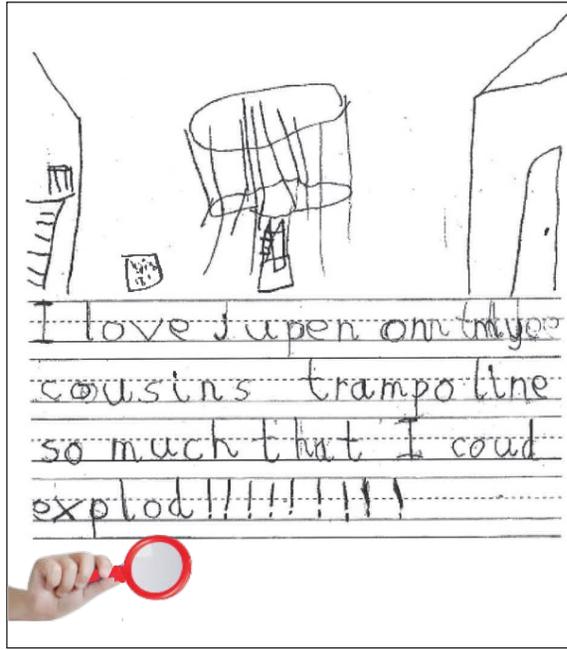
DELIVER THE LESSON

- Gather students near the rubric. Review that the purpose of the rubric is to score how good their writing is.
- Then introduce a second use of the rubric— to know what to do *next* in their writing to earn a higher star level. Explain that since the students helped make the writing rubric, they can use it as writers. *In today's mini-lesson, I will teach YOU how to use the rubric!*
- Pull out a previous piece of writing and walk up to the posted rubric.
- Model how you look at the different anchor paper writing examples posted on the rubric to determine which one LOOKS most like your writing (e.g., Level 4).
- Model how to read the corresponding criteria like a checklist.

- STEP 1:** Put your finger on the first skill in the criteria and read it out loud.
- STEP 2:** Use a magnifying glass or eyeglasses to look for evidence of this skill within your own writing.
- STEP 3:** Be methodical in this process, looking carefully and closely in different places on your paper.
- STEP 4:** Look down at your writing and talk to yourself. *Do I have this? Did I do this?*
- STEP 5:** Acknowledge how you executed some skills some of the time—but not every time.
- STEP 6:** Each time you discover something is missing, model how to go back to your desk to add or fix it.
- STEP 7:** Then return to the rubric and the same level, checking the next skill for that star level.



- 1-2 sentences
- Period .
- Capital at the beginning
- Spaces
- Word-Wall Words
- Big words s-t-r-e-t-c-h-e-d
- Close-up details
- All colored in
- Draw with shapes
- Detailed people
- 2 or more colors



SECRET SITE RESOURCE

Customize a PK-2 writing rubric.

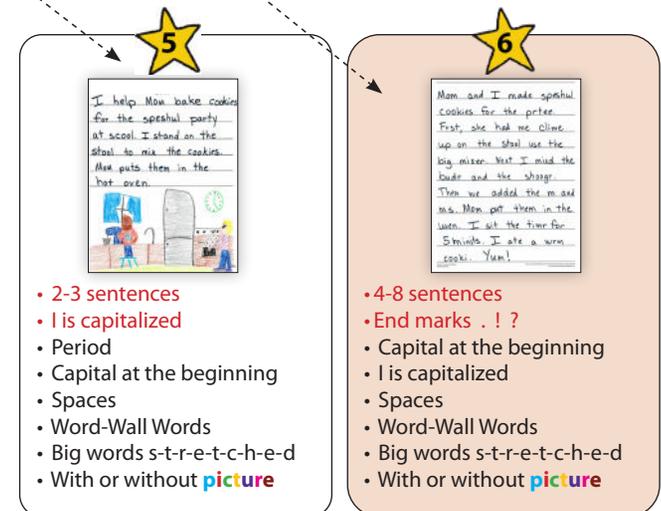
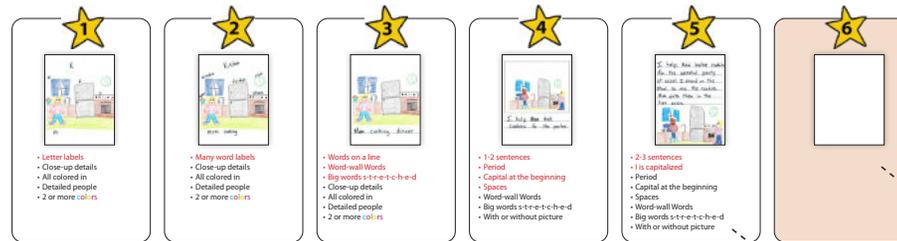
THE REST OF YEAR

Level up the rubric throughout the year.

HOW TO REVEAL A NEW LEVEL

DELIVER THE LESSON

1. Gather students near the current rubric.
2. Quickly review the current rubric. Starting at Level 1, point to evidence of each criterion in the writing sample.
3. Move to Level 2, emphasizing the added expectations and their application in the writing sample.
4. Repeat this process for all current rubric levels.
5. Name NEW writing skills you have recently taught that are NOT on the class rubric.
6. Announce that it's time to add them; *it's time to Level Up!*
7. Reveal the newest level (e.g., Level 6) and post it to the right of the highest level.
8. Point out the skills that carry over from the previous level (e.g., Level 5).
9. Highlight the new skills that are part of this next level. Connect each skill to previous instruction.
10. Identify evidence of the new expectations within the corresponding writing sample.
11. Make it clear that the newest level is NOT an expectation for everyone today. The goal is only that each student is working to move up to his own "next" level.
12. Review how students are to use the rubric during independent writing time.



WHEN TO ADD A NEW LEVEL

- Add one new level every 3-4 weeks. (NOTE: It's common to add levels more frequently at the start of the year.)
- When a couple of students consistently achieve the highest level, use this as a signal to raise the rubric expectations.

WHAT TO ADD IN A NEW LEVEL

- Add 1-3 new expectations within each level.
- Repeat the criteria from the previous level to emphasize that writing skills are cumulative.
- Include skills that fall under Language Foundations and Idea Development.
- Create a parallel writing sample that exhibits all of the criteria for that new level.

LANGUAGE FOUNDATIONS

- Concepts of print
- Letter formation
- Words on a line
- Spaces
- Word-Wall Words
- Phonetic spelling
- Capitals
- Punctuation

IDEA DEVELOPMENT

- Expression of own ideas in pictures &/or words
- Multiple details
- Logical order
- Title
- Beginning
- Ending
- Transitions