



MEET WRITER NEEDS

Develop a flexible writing rubric for grades 3-12

PRESENTER

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SPARK YOUR NEXT STEPS

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.

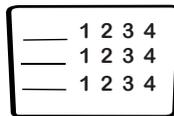
- Introduce *rubric*.
- Introduce *anchor papers*.
- Introduce *traits* (e.g., categories).
- Introduce *criteria* (e.g., description).
- Introduce *levels*.

Recognize various assessment tools.

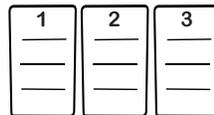
- Checklist



- Likert Scale



- Rubric



Take advantage of specific feedback.

- Holistic scoring
- Analytic scoring

LOCKER RUBRIC



1 TIME TO CLEAN



2 **3** PRETTY CLEAN



4 **5** CLEAN

CLOTHING

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

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

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

BOOKS

- Books crammed on top AND bottom shelves.
- Most spines 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.

EXTRA ITEMS

- Lots of trash.
- Many loose papers.
- Many extra items unrelated to classes or school.

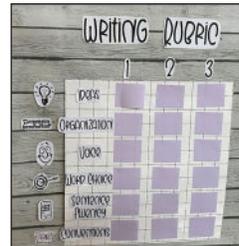
- A little trash.
- A few loose papers.
- A few extra items unrelated to classes or school.

- No trash.
- No loose papers.
- No extra items unrelated to classes or school.

BEFORE THE LESSON

Determine the setup and organization of the yearlong class rubric.

1. Determine the medium & format.
2. Determine the number of levels to include.
 - Rubrics have a minimum of 3 levels described and maximum of 6 levels described.
 - Make sure there is at least one *above* grade-level goal or expectation.
 - Consider describing 3 levels and inserting “in-between” levels for when writing includes criteria described in multiple levels.



Post on the wall.



Make it portable.

6-Traits Writing Rubric

	Begin	Develop	Proficient	Exemplary
Focus				
Organization				
Voice				
Word Choice				
Sentence Fluency				
Conventions				

Access digitally.



SECRET SITE RESOURCE

3. Determine the categories or traits to include.
4. Identify 1-3 smaller, individual skills (per trait) that you've already taught this year.

MENTOR-TEXT EXCERPTS FOR WRITING:

How to use AI to produce just-right text excerpts for writing mini-lessons

STEP 1: Use these questions to determine text criteria.

Instructional goal:

- What writing standard are you presenting to students?
- What trait should the text target?

Model and genre of writing:

- What is the model of writing? (Persuasive, informational, narrative, expository)
- What is the genre (e.g., book, essay, report, etc.)?

Text complexity:

- What is the target grade or level?

Topic:

- What topic or subject matter could the text be about? (Consider common core learning)

STEP 2: Type into AI a list or paragraph of the text criteria.

Criteria: (Copy and paste for teaching.)

- Writing standard focus:
- 6-8-10-12 target:
- Grade level:
- Text length (Paragraphs):
- Topic (Optional):

EXAMPLES

Prompt for list items:

Criteria: (Copy and paste for teaching.)

- Writing standard focus: (List many good reasons)
- 6-8-10-12 target:
- Grade level: (List grade)
- Text length: (List paragraphs)
- Topic: (List)

OR

Prompt to generate items:

Criteria: (Generate examples for 2nd grade students about pets. The text should be between 2-3 paragraphs and identify the goal of the text. Be sure to list many good reasons that support the opinion. Use age-appropriate vocabulary and sentence structures. When using the sentence lists, follow a logical order for each level within the text.)

STEP 3: Watch as AI generates your text.

AI Generated Mentor Text

Criteria to Use:

How we are related: Try to find something that connects with you. Copy and paste the text into your document and edit and add your own ideas. Copy and paste and make the text longer and stronger.

How we can also help you learn: Taking notes of your teacher's explanation. You have to read them and give them some feedback. Make sure you understand and know what they are saying. When you are done, get your partner's feedback and give them the text.

STEP 4: Revise the text (if needed):

Ask AI to:

- Repeat the complexity (Increase or decrease)
- Repeat the length (Number of paragraphs)
- Add or remove specific skills.

Combine portions from multiple drafts yourself.



SECRET SITE RESOURCE

How to use AI to produce just-right text excerpts for writing mini-lessons.

5. Find, swap, or create 3 parallel writing samples (all on the same topic) to represent the different rubric levels.

- Find a grade-level sample online.
- Copy and paste this sample into AI, prompting it to revise the writing quality to make it a little stronger and then a little weaker.



Lowest Writers	Middle Writers	Highest Writers	Slightly Better
<p> Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum. </p>	<p> Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum. </p>	<p> Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum. </p>	<p> Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum. </p>

DELIVER THE LESSON

Build an instructional rubric with every class/section.

STEP 1 Introduce the purpose of the day's mini-lesson.
Class, today we are going to build a writing rubric that you will use to answer the questions you're so often asking me— Is this good? Am I done? It's normal to question the quality of your own writing, particularly when you're composing it. Therefore, writers need a rubric to determine the current level of their own writing—and how to make it better.

STEP 2 Project or post your rubric template. Along the far left, identify the traits or categories that will be included within the rubric. Point out that each trait will have its own row on the rubric.

STEP 3 Reveal the "low" writing sample. Ask students to describe each trait. *What writing skills do they know or associate with these different rubric categories?* Record their kid-friendly language in the *Level 1* column.

STEP 4 Add a skinny column to the right and label it *Level 2*.

STEP 5 Add a wide column to the right and label it *Level 3*. Reveal the "middle" writing sample. Capture students' description of each trait.

STEP 6 Add another skinny column to the right and label it *Level 4*.

STEP 7 Add another wide column to the right and label it *Level 5*. Reveal the "high" writing sample. Capture students' description of each trait. Acknowledge that although Levels 2 and 4 are *not* described, they are earned when a writing product has characteristics from multiple levels.

	Level 1 JUST-STARTED WRITING	2	Level 3 OK WRITING	4	Level 5 GREAT WRITING
Ideas					
Organization	<ul style="list-style-type: none"> Few/No details The Writer doesn't know much on the topic 		<ul style="list-style-type: none"> Some details - Need more The Writer knows a little about the topic 		<ul style="list-style-type: none"> Lots of interesting details The writer sounds like an expert on this
Voice	<ul style="list-style-type: none"> Middle Only!! Order does NOT make sense 		<ul style="list-style-type: none"> BM - no end!! Some ideas out of order 		<ul style="list-style-type: none"> BME - all 3! Order makes sense - Easy to follow
Word Choice	<ul style="list-style-type: none"> Reader is bored I don't want to read this if I must 		<ul style="list-style-type: none"> Some boring parts - Some interesting parts I want to read part of this to someone 		<ul style="list-style-type: none"> The reader enjoys the whole story I want to read the whole story
Sentence Fluency	<ul style="list-style-type: none"> Few or No purple words All Telling 		<ul style="list-style-type: none"> Some purple words Some Showing Some Telling 		<ul style="list-style-type: none"> Tons of purple words Mostly Shows
Conventions	<ul style="list-style-type: none"> Few/None of them start in a different way All my sentences are the same length 		<ul style="list-style-type: none"> Some of them start in a different way Two types of sentence lengths 		<ul style="list-style-type: none"> Most of my sentences start in a different way A good mix of sentence lengths



SECRET SITE RESOURCES



Use a Six-Traits rubric for efficient assessment.

	Year	Date	TA	Year	Class
Ideas					
Organization					
Voice					
Word Choice					
Sentence Fluency					
Conventions					

Customize the columns and rows within this Google Slide template.

UPDATE THE RUBRIC

Revise the *same* writing rubric all year long.

Make room within the original rubric to add criteria as new skills are taught and practiced.

WHEN TO UPDATE CRITERIA

- Provide students ample time to practice a new writing skill before adding it to the rubric.
- Update the rubric once a month OR after 3-5 new skills have been taught and practiced OR as you wrap up a unit.
- Replace today's whole-class mini-lesson with a 15-minute rubric-update lesson.

WHERE TO ADD NEW CRITERIA

- UPDATE A PAPER RUBRIC— Cut apart the current rubric and tape in paper to make space for the new criteria while keeping related skills within the same row.
- UPDATE A DIGITAL RUBRIC— Identify the trait or row the skill falls under and insert a new bullet with the criteria.

HOW TO WRITE NEW CRITERIA WITHIN THE RUBRIC

1. Identify skills recently taught and practiced that are missing from the current rubric.
2. Quickly review students' understanding of each skill.
3. Capture their descriptions within a new bullet under the highest level.
4. Guide students to create parallel criteria in all levels.
5. Repeat this process with all classes/sections.
6. Present the updated rubric the next day.

ORIGINAL

Writing Rubric		1	2	3	4	5
 Ideas		• Few/No details	• Some details - Need more	• The Writer doesn't know much on the topic	• The writer sounds like an expert on topic	• Lots of interesting details
 Organization		• Middle Only!!	• BM - no end!!	• Order does NOT make sense	• Some ideas out of order	• BME - all 3!
 Voice		• Reader is bored	• I don't want to read this if I were	• Some boring parts	• Some interesting parts	• The reader enjoys the whole story
 Word Choice		• Few or No purple words	• All Telling	• Some purple words	• Some Showing Some Telling	• Tons of purple words
 Sentence Fluency		• Few/None of them start in a different way	• All Telling	• Some of them start in a different way	• Some interesting parts	• Most of my sentences start in a different way
 Conventions		• I have lots of punctuation mistakes	• I forgot to capitalize and indent	• I have some punctuation mistakes	• I capitalized and indented most of my	• I have few/no punctuation mistakes

UPDATED

Writing Rubric		1	2	3	4	5
 Ideas		• Few/No details	• Some details - Need more	• The Writer doesn't know much on the topic	• The writer sounds like an expert on topic	• Lots of interesting details
 Organization		• Topic is too big, too broad	• Middle Only!!	• BM - no end!!	• BME - all 3!	• Topic is a little too big, too broad
 Voice		• Ideas are connected with And... And... And... And... And...	• Reader is bored	• I don't want to read this if I were	• Some boring parts	• Ideas are connected with And... And... And... And... And... But... Because... Finally...
 Word Choice		• Few or No purple words	• All Telling	• Some purple words	• Some Showing Some Telling	• Tons of purple words
 Sentence Fluency		• Uses "Kindergarten" verbs (take, go)	• Few/None of them start in a different way	• All Telling	• Some of them start in a different way	• Most of my sentences start in a different way
 Conventions		• Uses precise if descriptive verbs (grab, run)	• I have lots of punctuation mistakes	• I forgot to capitalize and indent	• I have some punctuation mistakes	• I have few/no punctuation mistakes



RELEVANT RESOURCE

Launching the Writer's Workshop: Grades 3-12



SECRET SITE RESOURCE

Tweak the Six-Traits rubric for different units.

ASSESS WITH THE RUBRIC

Convert rubric scores to grades.

Determine the total value of the assignment.

- Clarify *trait*.
- Honor that all traits do not weigh equally.
- Emphasize ideas, organization, and conventions.

Calculate the point value per trait, per level.

- Understand that a student cannot fail on a rubric.
- Honor those who go beyond the goal.
- Apply your district grading scale to the levels (e.g., 100%, 95%, 85%, 75%, 60%).
- Calculate the point value per cell.

TELL THE CHILDREN!

Apply the rubric criteria.

- Mark up the criteria.
- Communicate more than just rubric scores!

Convert *multiple* trait scores to a *single* grade.

- CAUTION: Levels are not points!
- CORRECT: Tally the points earned per cell.

	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL
TRAIT					



NOW IT'S YOUR TURN

	60%	70%	80%	90%	100%
	1	2	3	4	5
	≡		≡		≡
	≡		≡		≡
	≡		≡		≡

	1	2	3	4	5
	≡		≡		≡
	≡		≡		≡
	≡		≡		≡

	60%	70%	80%	90%	100%
	1	2	3	4	5
	≡		≡		≡
	≡		≡		≡
	≡		≡		≡

	1	2	3	4	5
	≡		≡		≡
	≡		≡		≡
	≡		≡		≡



SECRET SITE RESOURCES



Convert rubric scores to grades.

Access the *Rubric Calculator*.