

Writing Notebook Rubric

Name: _____

Date: _____ Summative Grade: _____/40

<i>Notebook Targets</i>	10	9	8	7	6
Form Exploration	<input type="checkbox"/> Explore a variety of forms and text features (<i>visual, narrative, informative, persuasive</i>) around multiple ideas at length	<input type="checkbox"/> Explore a variety of forms and text features (<i>images, verse, Venn diagram, rhetoric</i>) around multiple ideas	<input type="checkbox"/> Explore a variety of forms and text features (<i>layout, plot mapping, lists, claim statement</i>) around a single idea at length	<input type="checkbox"/> Explore a variety of forms and text features (<i>lines and arrows, brainstorm, headings, pro/con</i>) around a single idea	<input type="checkbox"/> Write in a single form or use no variety of text features
Tone Exploration	<input type="checkbox"/> Explore a variety of writer's voices (<i>judgmental, desperate, sarcastic</i>) at length and multiple voices around multiple ideas (<i>claim v. counterclaim</i>)	<input type="checkbox"/> Explore a variety of writer's voices (<i>optimistic, pessimistic, indifferent</i>) at length or multiple voices around a single idea (<i>agree v. disagree</i>)	<input type="checkbox"/> Explore a variety of writer's voices (<i>anxious, jealousy, frightened</i>) at length or multiple voices around a single idea (<i>pro v. con</i>)	<input type="checkbox"/> Explore a couple of writer's voices (<i>serious, excited, angry</i>)	<input type="checkbox"/> Write in the same voice all the time
Idea Exploration	<input type="checkbox"/> Explore a variety of real and imagined topics, experiences, and perspectives from outside of school and home	<input type="checkbox"/> Explore a variety of real or imagined topics, experiences, and perspectives from school and home	<input type="checkbox"/> Explore real or imagined topics, experiences, and perspectives other than the writer's own	<input type="checkbox"/> Explore personal experience	<input type="checkbox"/> Write about one thing, every day, and somehow manage not to get bored
Fluency	<input type="checkbox"/> Shows exponential growth in the amount of words written every two weeks	<input type="checkbox"/> Shows considerable growth in the amount of words written every two weeks	<input type="checkbox"/> Shows moderate growth in the amount of words written every two weeks	<input type="checkbox"/> Shows little growth in the amount of words written every two weeks	<input type="checkbox"/> Shows no growth in the amount of words written every two weeks

Comments:

Writing Share Rubric

Name: _____ Date: _____ Summative Grade: _____ /20

Target	10	9	8	7	6
Author	<ul style="list-style-type: none"> <input type="checkbox"/> Explain purposes of the writing, including the desired effects on intended audiences <input type="checkbox"/> Explain challenges in the writing (<i>lack of development, form of writing, clarity</i>) for achieving desired purpose and how others can help you <input type="checkbox"/> Read a complete draft aloud <input type="checkbox"/> Engage audience in a dialogue to ensure that feedback is specific, relevant and actionable (<i>respond, challenge, and ask clarifying questions</i>) <input type="checkbox"/> Conclude share by evaluating feedback and using most helpful feedback to create a specific, actionable goal 	<ul style="list-style-type: none"> <input type="checkbox"/> Explain the main purpose of the writing and the desired effect on an intended audience <input type="checkbox"/> Explain a challenge that currently exists in the writing (<i>lack of development, form of writing, clarity</i>) for achieving desired purpose and how others can help you <input type="checkbox"/> Read aloud a complete draft. <input type="checkbox"/> Follow into feedback from audience with responses and clarifying questions <input type="checkbox"/> Conclude share by making a commitment to utilize most helpful feedback 	<ul style="list-style-type: none"> <input type="checkbox"/> Explain a purpose of the writing and the desired effect on an audience <input type="checkbox"/> Explain a challenge in the writing that gets in the way of achieving desired purpose <input type="checkbox"/> Read aloud a complete draft <input type="checkbox"/> Occasionally respond to feedback from audience <input type="checkbox"/> Conclude share by making a vague commitment based on feedback 	<ul style="list-style-type: none"> <input type="checkbox"/> State a clear purpose and audience for the writing <input type="checkbox"/> State a challenge in the writing. <input type="checkbox"/> Read aloud a mostly complete draft <input type="checkbox"/> Rarely respond to feedback from audience <input type="checkbox"/> Conclude share by making an unclear commitment based on feedback 	<ul style="list-style-type: none"> <input type="checkbox"/> Do not state a purpose or audience for writing <input type="checkbox"/> Do not ask for feedback <input type="checkbox"/> Come unprepared with no writing or refuse to read aloud <input type="checkbox"/> Do not ask for or respond to feedback from audience <input type="checkbox"/> Do not state a commitment to conclude share
Audience	<p>Respond to the author's purpose, audience, & challenges:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Critically - Identify the sections of the writing that are the most effective or ineffective (<i>word, sentence, paragraph, text feature</i>) <input type="checkbox"/> Constructively - Give an actionable step that the author can take and a rationale (<i>e.g. rewrite the first sentence so that..., get rid of that paragraph because..., build on this because...</i>) <input type="checkbox"/> Collaboratively - Build or reference ideas and recommendations of others (when appropriate). (<i>e.g. Building on what she said, I think...</i>) 	<p>Respond to the author's purpose, audience, & challenges:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Critically - Identify a section of the writing that is effective or ineffective (<i>word, sentence, paragraph, text feature</i>) <input type="checkbox"/> Constructively - Give an action that the author can take and a rationale (<i>e.g. read your draft aloud to yourself before presenting it because..., table share around this issue because...</i>) <input type="checkbox"/> Collaboratively - Build or reference ideas and recommendations of others (<i>appropriately</i>) 	<p>Respond to the author's purpose, audience, & challenges:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Critically - Identify ideas in the writing that are effective or ineffective (<i>evidence or paragraph</i>) <input type="checkbox"/> Constructively - Give a recommendation, but lacks specific actions or rationale (<i>e.g. add another paragraph about this..., try adding some more images about this... </i>) <input type="checkbox"/> Collaboratively - Reference ideas and recommendations of others (<i>appropriately</i>) 	<p>Respond to the author's purpose, audience, & challenges:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Critical - Identify a purpose in the text, but has trouble pointing to specific place in the text <input type="checkbox"/> Constructive - Give an actionable step that the author can take without rationale (<i>e.g. rewrite the first, get rid of that, change the title</i>) <input type="checkbox"/> Collaborative - Show some awareness of other, but offer similar recommendations 	<p>Provide feedback:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Benign - Just state I like or dislike the writing <input type="checkbox"/> Vague - Give a very unclear idea for how to improve (<i>add more details, write more</i>) <input type="checkbox"/> Confrontational - IRespond to other people, not their comments, and distract from the focus of the Share (<i>the presenter</i>) <input type="checkbox"/> Redundant - Offer a piece of advice that was already offered

Comments:

Writing Piece Rubric

Title: _____
 Author: _____ Date: _____ Short Arc Piece : _____/20 OR Long Arc Piece: _____/50

Short-Arc Targets	10	9	8	7	6
<p><i>What reaction(s) do you want from your writing?</i></p> <p>Purpose: _____</p> <p><i>Who is it written for?</i></p> <p>Audience: _____</p>	<input type="checkbox"/> Introduce a precise purpose (reaction). <input type="checkbox"/> Achieve multiple purposes (reactions) over the text. <input type="checkbox"/> Develop the purpose with well chosen details. <input type="checkbox"/> Adapt writing to your audiences.	<input type="checkbox"/> Introduce a precise purpose (reaction) <input type="checkbox"/> Develop the purpose with well chosen details. <input type="checkbox"/> Adapt writing to your audience.	<input type="checkbox"/> Introduce a purpose (reaction). <input type="checkbox"/> Develop the purpose with details. <input type="checkbox"/> Adapt writing to an audience (may have identified wrong audience)	<input type="checkbox"/> Introduce an unclear purpose (reaction) <input type="checkbox"/> Details are present, but not sufficiently developed. <input type="checkbox"/> Adapt writing for an inappropriate audience (write to a group that would not need the writing).	<input type="checkbox"/> No purpose (reaction) is evident <input type="checkbox"/> No awareness of an audience
<p><i>How will you do it?</i></p> <p>Genre: _____</p> <p>_____</p> <p>_____</p> <p>EVERY WRITING PIECE MUST BE IN A NEW & UNIQUE GENRE.</p> <p>IS YOUR PIECE IN A NEW GENRE?</p> <p><input type="checkbox"/> YES!!!!</p> <p><input type="checkbox"/> OH NO! I CAN'T SUBMIT THIS!</p>	<input type="checkbox"/> Choose a new appropriate genre and develop all text features effectively to enhance genre and achieve purpose	<input type="checkbox"/> Choose a new appropriate genre and develop multiple text features appropriately to achieve purpose , including: <input type="checkbox"/> paragraphs and appropriate layout <input type="checkbox"/> images <input type="checkbox"/> word choice <input type="checkbox"/> cite sources	<input type="checkbox"/> Choose a new appropriate genre and develop some text features appropriately, but others are not developed to achieve purpose, including: <input type="checkbox"/> weak paragraphs or confusing layout <input type="checkbox"/> image and style not appropriate for purpose <input type="checkbox"/> weak word choice <input type="checkbox"/> incorrect source citation	<input type="checkbox"/> Choose a new genre but do not fully develop several text features to achieve purpose, including: <input type="checkbox"/> no paragraphs or other text org. <input type="checkbox"/> no acknowledgment of sources <input type="checkbox"/> mechanics: grammar, spelling, or punctuation mistakes hinder genre development	<input type="checkbox"/> Genre is a repeat of former writing piece or no recognizable genre is chosen <input type="checkbox"/> Do not develop (or poorly develop) text features to achieve purpose <input type="checkbox"/> Mechanics: grammar, spelling, or punctuation mistakes hinder comprehension

Feedback: Feedback is required for all work. Summarize feedback you received from others (including names). No feedback? **You lose 2 POINTS!**

Late Work: Missed the deadline (didn't hand work in by the end of class)? You may still submit work, but **you lose 2 POINTS!**

Long-Arc Targets	10	9	8	7	6
Drafting/Revision	<ul style="list-style-type: none"> ❑ Purpose, audience, and genre evolve over time through interaction, collaboration, and evaluation (evidence of development from writing notebook, short pieces, and share feedback) ❑ Influence of varied mentor texts and their most effective text features inform achievement of your purpose 	<ul style="list-style-type: none"> ❑ Purpose and audience evolve over time through interaction, collaboration, and evidence from writing notebook, short pieces, and share feedback ❑ Influence of mentor texts and their text features inform achievement of your purpose 	<ul style="list-style-type: none"> ❑ Purpose evolves over time through interaction, collaboration, and evidence developed from writing notebook, short pieces, and share feedback ❑ Influence of mentor texts or general text features informs achievement of your purpose 	<ul style="list-style-type: none"> ❑ Purpose, audience, and genre stay the same over time despite interaction, collaboration and evidence developed from writing notebook, short pieces, and share feedback ❑ Influence of prior knowledge of genres and text features inform achievement of your purpose 	<ul style="list-style-type: none"> ❑ Purpose, audience, and genre don't change over time because of unpromotive interaction and false collaboration ❑ Little or no influence of prior knowledge of genres, mentor texts, or text features inform the achievement of your purpose
Reading Application	<ul style="list-style-type: none"> ❑ Effectively include new knowledge acquired in reading, content classes, or the world at large to achieve and enhance intentions 	<ul style="list-style-type: none"> ❑ Effectively include new knowledge acquired in reading, content classes, or the world at large to achieve intentions 	<ul style="list-style-type: none"> ❑ Include new knowledge acquired in reading, content classes, or the world at large to achieve intentions with some redundancies 	<ul style="list-style-type: none"> ❑ Include new knowledge acquired in reading, content classes, or the world at large, with some distracting details that deviate from your intention 	<ul style="list-style-type: none"> ❑ Include irrelevant information from reading, content classes, or the world at large that deviates from your intention
Language	<ul style="list-style-type: none"> ❑ Mastery of spelling, grammar and punctuation enhances and clarifies the meaning for the reader, achieving the purpose 	<ul style="list-style-type: none"> ❑ Mastery of spelling, grammar and punctuation clarifies the meaning for the reader, allowing for achievement of purpose 	<ul style="list-style-type: none"> ❑ Control of spelling, grammar and punctuation is correct, allowing for full achievement of purpose 	<ul style="list-style-type: none"> ❑ Control of spelling, grammar and punctuation is mostly correct, with few errors that distract from the purpose 	<ul style="list-style-type: none"> ❑ Control of spelling, grammar and punctuation is flawed ❑ Reader must work to make basic meaning of text due to errors

Comments: