

Considerations when constructing a rubric and checklist

Traits of all writing (narrative, opinion, informational)

- **Conventions**—the mechanical correctness
- **Presentation**—how the writing actually looks on the page
- **Ideas**—the main message
- **Word Choice**—the vocabulary a writer chooses to convey meaning
- **Sentence Fluency**—the rhythm and flow of the language
- **Organization**—the internal structure of the piece
- **Voice**—the personal tone and flavor of the author's message

Writing process for all types of writing (narrative, opinion, informational)

- Planning
- Writing
- Editing
- Revising
- Publishing

Can we categorize specific skills (contained within traits and process) as basic, mid-level, and advanced? If so, this may help us to more easily construct and adapt rubrics and checklists, thus insuring they are appropriate for a variety of grade levels and/or achievement levels.

Basic skills of convention, presentation, and process

- Planned writing with a picture, organizer, or list
- Capitals to begin sentences
- Periods to end sentences
- Neat letter formation
- Spacing between words
- Unknown words spelled by the way they sound
- Sight words and writing words spelled correctly
- Read the work out loud to self and/or to partner

Mid-level skills of convention, ideas, word choice, and process

- Correct punctuation to end sentences
- Proper nouns capitalized
- Subject-verb agreement
- Topic: who or what the story is about
- Focus: all sentences focus on the topic
- Complete sentences
- Used detail words
- Found mistakes by self or with partner
- Corrected mistakes by self or with partner (edited)
- Practiced presenting
- Presented to others (published)

Advanced skills of convention, ideas, sentence fluency, organization, voice, and process

- A topic sentence to begin my piece
- A sentence to wrap up my piece
- Piece shows organization (narrative, opinion, informational)
- Ideas in order connected by time-order words
- Genre words used (I believe, ... is the best, One day...)
- Vary short and long sentences
- Added details to make more interesting writing (revised)
- Piece has voice (word choice, sentence fluency, organization)
- Revised by self or with a partner
- Completed a final draft (published)

Other considerations

- Avoid fuzzy words such as *best* and *good*.
- Find wording that allows you to *scan* writing rather than *look closely* or *count*. Here I'm thinking of wording such as *all*, *most but not all*, and *few to none* in three categories (if you do four, you may be creating a *fuzz* factor).

Skill	In <i>all</i> sentences	In <i>most</i> but not all sentences	In <i>few to no</i> sentences
Mechanics (convention)			
Sentences begin with caps	3	2	1
Writing is neat	3	2	1
Spells words: sight and word wall	3	2	1
Grammar (convention)			
Proper nouns capitalized	3	2	1
Subject-verb agreement	3	2	1
Organization			
A topic sentence to begin my piece		YES	
A sentence to wrap up my piece		YES	
Process			
Shows evidence of planning the piece	Clear and well organized	Some planning shown; needs improvement	No planning shown
Shows evidence of editing the piece	Clear evidence; does as taught	Little evidence; may not following instruction	No evidence

TOTAL = 25 points

Pick one or two ways of construction:

Cumulating skills or comprehensive with rising benchmark