

ASSESSMENT RUBRIC FOR *Launching the Writing Workshop*

NAME _____

DATE _____

		1	2	3	4	5
<i>Content</i>	The child learns that the small details of her life are worth capturing. She has a small repertoire of strategies for generating ideas for narrative writing and generally approaches writing time confident that she can come up with true stories to tell.					
<i>Planning</i>	The child plans by narrowing in upon a particular episode and considering where in the sequence of events the story will begin. He drafts and chooses between several leads.					
<i>Stance</i>	The child is a story-teller. She "makes a movie in her mind," reliving the event and then recreating it (rather than summarizing it or commenting on it.)					
<i>Independence</i>	The child works with independence and initiative. After the minilesson, he has his materials ready and quickly begins writing. He can work on his writing for at least thirty-five minutes. After finishing an entry, he knows how to begin a new entry or rework one he has previously written.					
<i>Qualities of Good Writing</i>	The child writes inside a structure, in this case a chronological, narrative structure. She produces sequential, detailed, focused personal narratives. With support, she understands the distinction between summarizing (telling about an event) and storytelling (re-creating an event). She learns that narrative writers often write leads with action or dialogue, and she has a repertoire of strategies for writing leads to her pieces.					
<i>Genre</i>	The child learns that when writing a narrative, he'll proceed along a story line, writing within a form that channels and constrains. He can identify a few elements of personal narrative in his own writing and in published literature.					
<i>Productivity</i>	The child can start writing without needing the teacher to prompt her, and can finish one entry and start another. She produces at least three-quarters of a page in a writing workshop. During this month-long unit, she writes at least ten pages of entries in her notebook and drafts two personal narratives outside her notebook, revising and editing one of them.					
<i>Mechanics</i>	The child spells high-frequency words accurately and uses sentence-ending punctuation in first draft writing, although he may need reminders and support to do so. He writes unfamiliar words with invented spelling because he knows he can check and fix those spellings later. The child uses appropriate punctuation around quotations. With support, the child paragraphs his writing purposefully. As the writer moves toward publication, he edits in order to make his writing clear for readers.					
<i>Writing Process</i>	The child understands that writing is a process of making choices about what to say and how to say it. He gathers entries knowing he will choose some to revise and edit to make them the best they can be. He is able to move through the writing process from rehearsal to drafting to revision to editing to publishing. While revising, the child experiments with different entrance points into the story. He also elaborates on heart of his story.					
<i>Language</i>	The child writes in a way that is considerate of the reader; she tries to be clear and comprehensible.					
<i>Reading-Writing Connection</i>	The child hears the teacher read aloud a few narratives and thinks generally about the fact that she, too, is writing literature, personal narrative in particular. She begins to understand how she will learn to write from reading writing.					