



Evaluation II

For your records, score a student's achievements in this unit. Use students' final writing piece(s), Writers' Notebooks, and behaviors over the course of the unit to assess student performance.

Student Name: _____

4 Exceeds Expectations

Students have worked beyond learning objectives to enhance their writing.

3 Meets Expectations

Students have incorporated learning objectives into their writing and writing behaviors to help them successfully grow as writers.

2 Needs Support

Students are working to improve their writing and writing behaviors and some evidence exists to show their progress in writing.

1 Developing

Students are working toward learning to improve their writing and writing behaviors; limited evidence exists to support their growth.

Rubric for K-1 Personal Narrative: Teacher Assessment of Student Performance

Lesson/Rationale	Score
Generating Ideas	
<ul style="list-style-type: none"> Approaches readings with enthusiasm and curiosity Draws inspiration from personal or family stories and/or experiences for writing Understands that personal narrative writers often explore a sense of place in their writings and emulates those feelings in her or his own writings and drawings Integrates descriptive details into her or his own writing Connects personal narrative literature read in this unit of study when choosing topics to write about Comprehends that writers of personal narrative use familiar and significant rituals as topics for writings and attempts to integrate these into her or his own writing 	
Selecting Ideas	
<ul style="list-style-type: none"> Thoughtfully chooses one idea from his or her Writing Folder to develop and publish 	
Drafting	
<ul style="list-style-type: none"> Recognizes the chronological structure of personal narrative literature and begins to use this structure to organize her or his own writing Comprehends the importance of planning how his or her writing will go from beginning to end 	
Revision	
<ul style="list-style-type: none"> Uses dialogue to give life to and provide insight into characters Understands that adding sensory details and concrete examples adds interest and clarity for readers 	
Editing	
<ul style="list-style-type: none"> Recognizes the function of and explores the use of quotation marks in dialogue Comprehends the importance of and uses end punctuation appropriately to ensure clarity for readers 	
Publishing and Celebrating	
<ul style="list-style-type: none"> Takes pride in the finished product and ownership of it through cover and page designs Includes biographical notes about her or himself to connect with readers and to be identified as an author 	

Comments:



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Writing Fundamentals

Evaluation II

Personal Narrative

For your records, score a student's achievements in this unit. Use students' final writing piece(s), Writers' Notebooks, and behaviors over the course of the unit to assess student performance.

Student Name: _____

Rubric for 2-3 Personal Narrative Unit of Study: Teacher Assessment of Student Performance

Lesson Rationale	Score
Generating Ideas	
• Generates writing topics from family stories	
• Generates writing topics from memories held in special things they have collected	
• Generates writing topics from memories of important events in their life	
• Generates writing topics from close observation and recapturing memories in photographs	
• Generates writing topics about how they use their special talents to make others happy	
Selecting Ideas	
• Demonstrates the ability to choose a topic by realizing when they have more to say about that topic	
Collecting	
• Demonstrates the ability to ask questions to clarify facts and gather more information	
• Demonstrates the ability to look "inside" for more information about their thoughts and feelings	
• Demonstrates the ability to use their senses to add dimension and interest to a story	
Drafting	
• Makes an intentional decision about how to move readers through time	
• Recognizes that personal narrative can be approached through a variety of genres	
• Presents a sense of purpose/focus by revealing something important in their story	
• Demonstrates awareness that most stories have a beginning, middle, and end	
Revising	
• Uses dialogue with the intention of adding meaning to writing	
• Enhances their voice in writing by revealing inner feelings	
• Experiments with putting words together in interesting ways to make writing more descriptive	
Editing	
• Proofreads and edits text using a CUPS conventions checklist	
• Proofreads and edits spelling with a peer editor	
Publishing and Celebrating	
• Composes an author's note to share with readers where their story came from and why it is important	
Evaluation	
• Demonstrates the ability to self-reflect on writing growth and to set a new writing goal	

4 Exceeds Expectations

Students have worked beyond learning objectives to enhance their writing.

3 Meets Expectations

Students have successfully incorporated learning objectives into their writing and writing behaviors.

2 Needs Support

Students are working toward learning to improve their writing and writing behaviors; some evidence exists to show their progress.

1 Developing

Students are working toward learning to improve their writing and writing behaviors; limited evidence exists to show their progress.



For your records, score a student's achievements in this unit. Use students' final writing piece(s), Writers' Notebooks, and behaviors over the course of the unit to assess student performance.

Student Name: _____

4 Exceeds Expectations

Students have worked beyond learning objectives to enhance their writing.

3 Meets Expectations

Students have successfully incorporated learning objectives into their writing and writing behaviors.

2 Needs Support

Students are working to improve their writing and writing behaviors, and some evidence exists to show their progress.

1 Developing

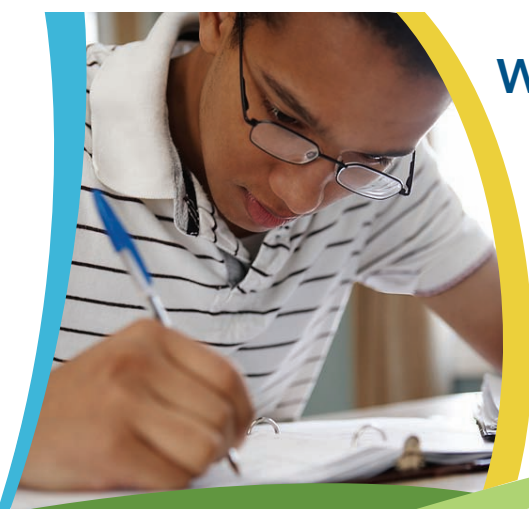
Students are working toward learning to improve their writing and writing behaviors; limited evidence exists to support their growth.

Rubric for 4-5 Memoir: Teacher Assessment of Student Performance

Lesson/Rationale	Score
Generating Ideas	
• Identifies memoir as specific moments from a writer's life; distinguishes memoir from an autobiography	
• Draws inspiration from memories connected to place, people, literature, or relationships	
Selecting Ideas	
• Demonstrates ability to select a topic from several choices and develop this idea further	
Collecting	
• Identifies purpose, point, and reason in their writing	
• Asks questions of their own writing	
• Identifies and develops themes in their writing	
Drafting	
• Identifies at least three structure possibilities	
• Applies a structure to their own writing	
• Demonstrates ability to move from Writer's Notebook to draft	
Revision	
• Considers reflection and incorporates this in the draft	
• Rearranges information	
• Adds or deletes information	
Editing	
• Identifies when to capitalize common family nouns: mom, dad, aunt, etc.	
• Identifies when to capitalize seasons, locations, and events	
Publishing and Celebrating	
• Works on cover and other finishing elements with enthusiasm	
• Helps plan and execute class publication celebration	

Comments:

Evaluation II



For your records, score each student's achievements in the unit. Use the student's final writing piece(s), Writer's Notebook, and behaviors over the course of the unit to assess performance.

Student Name: _____

4 Exceeds Expectations

The student has worked beyond learning objectives to enhance his/her writing.

3 Meets Expectations

The student has successfully incorporated learning objectives into his/her writing and writing behaviors.

2 Needs Support

The student has worked to improve his/her writing and writing behaviors; some evidence exists to show progress.

1 Developing

The student has worked toward learning to improve his/her writing and writing behaviors; limited evidence exists to support his/her growth.

Rubric for Personal Narrative: Teacher Assessment of Student Performance

Lesson Rationale	Score
Generating Ideas	
• Identifies personal narratives as specific moments that are meaningful to him/her	
• Tries a variety of brainstorming techniques	
• Gathers ideas for personal narratives from people, places, events, and literature	
Selecting	
• Demonstrates the ability to select a topic that has meaning and develop the idea further	
Collecting	
• Gathers information for personal narrative from several places	
• Identifies purpose and themes	
Drafting	
• Develops and applies a writing plan to stay focused and organized	
• Drafts a variety of different leads for the narrative	
• Transfers ideas from his/her writer's notebook to a first draft	
Revising	
• Attempts to enhance writing by adding concrete details	
• Effectively manipulates (slows down or speeds up) time in the story	
• Includes reflections about the narratives	
Editing	
• Punctuates dialogue accurately	
• Makes changes in writing to improve accuracy, clarity, and correctness	
Publishing	
• Shares relevant information about the final product/book to the class or group	
• Provides appropriate comments and suggestions to peers	
Evaluation	
• Reflects on the writing process and identifies strengths, weaknesses, and goals	

