

Name: _____ Period: _____

Final Rubric—Writer’s Workshop #1

	Approaches Standard (3)	Meets Standard (4)	Exceeds Standard (5)	Rate self:
Has Strong Introduction	The introduction makes an attempt to be inviting, but it is an average attempt.	The introduction invites the reader into the piece in an interesting way, but it is not a completely original attempt.	The introduction invites the reader into the piece with a thoughtful or original writing technique.	1-2-3-4-5
Uses Showing Skills	In at least one place in the final draft, the writer has incorporated interesting <i>showing</i> techniques that “paint a picture on the reader’s mind.”	In several places in the final draft, the writer has incorporated interesting <i>showing</i> techniques that “paint a vivid picture on the reader’s mind.”	In multiple places in the final draft, the writer has incorporated interesting <i>showing</i> techniques that “paint a vivid picture on the reader’s mind.”	1-2-3-4-5
“Writes Small” (Ralph Fletcher)	In at least one place in the writing, the writer has shared specific and unique details about the important topic(s) being written about.	In several places in the writing, the writer has shared specific and unique details about the important topic(s) being written about.	In multiple places in the writing, the writer has shared specific and unique details about the important topic(s) being written about.	1-2-3-4-5
“Invigorates Verbs” (Ralph Fletcher)	Several of the verbs in this writing are strong and thoughtful, helping the reader begin to understand the writer’s <i>voice</i> about this topic.	Many of the verbs in this writing are strong and thoughtful, adding to the <i>voice</i> of the writer about this topic.	Most of the verbs in this writing are strong and thoughtful, adding to the <i>voice</i> of the writer about this topic.	1-2-3-4-5
Cares about Topic/Writing	An objective reader would somewhat believe that the writer has chosen and developed a topic he/she really wanted to write about.	An objective reader would mostly believe that the writer has chosen and developed a topic he/she really wanted to write about.	An objective reader would completely believe that the writer has chosen and developed a topic he/she really wanted to write about.	1-2-3-4-5
Uses Correct Conventions	The final draft contains more than just a few errors, but they are not so numerous as to impede from the meaning or flow of the writing.	The final draft is close to flawless in its use of punctuation, spelling, grammar, and usage of language.	The final draft is flawless in its use of punctuation, spelling, grammar, and usage of language.	1-2-3-4-5

When my students to turn in their final drafts, those final drafts are required to be stapled on top of all of their previous drafts of the writing (other than pre-writing done in their writer’s notebook) as well as all their feedback cards and highlighted rubrics. On the very back of the “package” they turn in to me, they attach a blue copy of this rubric, and each student must predict where they think Mr. Harrison will score them in all the categories. If students predict correctly, I award them extra points on the “process” portion of their final grade.

Here is the sheet I use to mark students' final draft grades; I run these off on goldenrod paper, and cut these into thirds. These are stapled to the front of every final draft.

In my classroom students can earn up to 30 points per final draft, and they can earn up to 20 points for honoring the steps of the writing process in a timely and productive means.

Final Draft Grade:

- Has Strong Introduction: 1 2 3 4 5
- Uses Showing Skills 1 2 3 4 5
- "Writes Small" 1 2 3 4 5
- "Invigorates Verbs" 1 2 3 4 5
- Cares About Topic/Writing 1 2 3 4 5
- Uses Correct Conventions 1 2 3 4 5

Total: _____/30

Process Grade:

- Pre-writing in writer's notebook? _____
- Rough Draft complete on time? _____
- Feedback sheets used for revision? _____
- Second draft highlighted/edited? _____
- Final draft formatted correctly? _____

Final Draft Grade:

- Has Strong Introduction: 1 2 3 4 5
- Uses Showing Skills 1 2 3 4 5
- "Writes Small" 1 2 3 4 5
- "Invigorates Verbs" 1 2 3 4 5
- Cares About Topic/Writing 1 2 3 4 5
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