

# Assessment

Assessing writers in the Writerly Life unit of study should focus on the process of writing rather than the final product. Teachers will be assessing students on an ongoing basis through writing conferences, and should be paying attention to how they are navigating the writing process. Is the student able to work on one idea over many days? Is there evidence of the student nurturing a seed idea with several notebook entries about one topic? Does the student's writing show evidence of attempts at revision? One very important thing to pay attention to in the early days of launching writer's workshop is the students' use of their writing notebooks. Included below are several resources to support teachers in assessing student writing notebooks. These resources should be used as examples of how teachers might assess students, but must be adapted for each classroom and teachers' expectations.

Name \_\_\_\_\_

Date \_\_\_\_\_

## Writerly Life Rubric

Key Elements	4	3	2	1
<b>Editing</b>	Consistently edits writing for punctuation and spelling errors.	Usually edits writing for punctuation and spelling errors.	Sometimes edits writing for punctuation and spelling errors.	Rarely or never edits writing for punctuation and spelling errors.
<b>Audience</b>	Consistently maintains clarity throughout writing.  Consistently keeps the Reader in mind.	Usually maintains clarity throughout writing.  Usually keeps the Reader in mind.	Sometimes maintains clarity throughout writing.  Sometimes keeps the Reader in mind.	Rarely or never maintains clarity throughout writing.  Rarely or never keeps the Reader in mind.
<b>Sense of Story</b>	Consistently demonstrates a story. Writing contains all components of a story (characters, setting, plot, and movement through time).	Usually demonstrates a story. Writing contains most components of a story (characters, setting, plot, and movement through time).	Sometimes demonstrates a story. Writing contains some components of a story (characters, setting, plot, and movement through time).	Rarely or never demonstrates a story. Writing does not contain components of a story (characters, setting, plot, and movement through time).
<b>Revision</b>	Consistently shows proof of revision.	Usually shows proof of revision.	Sometimes shows proof of revision.	Rarely or never shows proof of revision.
<b>Stamina</b>	Consistently demonstrates stamina in his or her writing. He or she is consistently able to generate a lot of writing while maintaining a focus and staying on topic.	Usually demonstrates stamina in his or her writing. He or she is usually able to generate a lot of writing while maintaining a focus and staying on topic.	Sometimes demonstrates stamina in his or her writing. He or she is sometimes able to generate a lot of writing while maintaining a focus and staying on topic.	Rarely or never demonstrates stamina in his or her writing. He or she is not able to generate a lot of writing while maintaining a focus and staying on topic.

Total Points \_\_\_\_\_/20Comments: \_\_\_\_\_

---



---

## **Notebook Expectations**

### ***Guidelines for Assessing the Notebook***

**Volume:** Some entries are more than one page long. One week of writing, during a writing unit of study, takes up *8 or more* notebook pages. During reading unit of study one week of notebook writing takes up 3 or more notebook pages. A notebook will be a mixture of lengths. This part of the notebook rubric looks at the lengths of the entries in relation to their completeness. Are most entries finished, or are most entries a few sentences long, leaving thoughts unwritten? That is, does the writer stop abruptly at the end of the page or is she or he willing to continue the entry to another page and a good stopping place?

**Variety:** Writers write many kinds of entries about different topics and they write in different ways. A notebook should be a mixture of ideas and styles. Does the writer practice strategies from class? Does the writer write about a variety of topics or are the entries only about one thing the same way (rote pattern)? Writers have a variety of types of writing in their notebook. Entries reflect the writer's life. Some are serious, some are playful, some are observant, some are happy, some are sad, etc. Writers have a few topics that they write about often, "life topics" and writers write many kinds of entries about these topics.

**Thoughtfulness:** Students are told that any entry that reads like a grocery list is not thoughtful "bed-to-bed entry." The reader hears the writer's voice when reading student notebooks. Entries do not feel like the writer when she or he writes them just "to get them over with." Many entries feel like the writer was thinking his or her way through an idea, like he or she realized something new that he or she never realized before. Writers discovered something, or wondered about something. Each new entry, about the few topics that writers write about often shows new thinking. There is evidence of the writer having read and re-read his or her notebook and gone back to add or to say more or to question entries.

**Frequency:** The teacher will track how many days between assessments and expect one entry for each day of writer's workshop-even though students may write more than one entry-and a minimum of three home entries a week. The entries must be dated and the ones written at home must be identified with an asterisk or an "H" written by the date.

**Maintenance:** Your notebook is *neat* enough to be able to re-read entries easily. Though spelling and punctuation aren't perfect, neither prevents you from making sense of the text. There is evidence of repair when needed.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Writer's Notebook Rubric**

	<b>4=98% Exceeding Expectations</b>	<b>3=85% Meeting Expectations</b>	<b>2=75% Approaching Expectations</b>	<b>1=65% Below Expectations</b>
<b>Volume/Variety</b>	Most entries are a page long. Writers use a variety of topics and strategies	Many entries are ½ to 1 page long. Writer used many strategies from class and some topic variety.	Entries are about ½ a page long. Topics are sometimes similar.	Entries are very brief. Little or no variety in topics.
<b>Thoughtfulness</b>	Most entries are thoughtful and a reflective, revealing new insight to writer's thinking. Extensive evidence of mini-lessons. Writer extensively uses descriptive, specific & sophisticated words. Most entries show the writer practicing proper use of grammar, spelling, and punctuation.	Many entries tend to be thoughtful. They reveal new insights to writer's thinking. Often evidence of mini-lessons. Writer uses some descriptive & specific words. Many entries reflect the writer practicing proper grammar, spelling, and punctuation.	Entries resemble a list or a diary. Little or no deeper thinking is evident. Some evidence of mini-lessons. Writer uses basic vocabulary with few descriptive words. Little or no evidence that the writer practices proper grammar, spelling, punctuation.	Entries resemble a list or a diary. Writer does not demonstrate deeper thinking. Almost no evidence of mini-lessons. Writer uses basic vocabulary. There is no evidence the writer practices proper grammar, spelling, punctuation.
<b>Frequency</b>	98% of required entries (H or * for home)	85% of required entries (H or * for home)	75% of required entries (H or * for home)	65% of required entries (H or * for home)
<b>Maintenance</b>	Entries are dated (H or * for home) & no skipped pages. Most entries are neat making them easy to re-read. Notebook looks like the writer treasures writing.	Entries are dated (H or * for home) & no skipped pages. Many entries are neat making them easy to re-read. Notebook is well cared for.	Some entries dated (H or * for home) and/or many skipped pages. Some of the entries are neat with many entries often difficult to re-read. Notebook in unkempt.	Few or no dated entries (H or * for home) and /or most/all skipped pages. Entries are not neat or nonexistent making them very difficult to re-read.

## *The Writer's Notebook*

Dear Writers:

The writer's notebook will be an essential tool for you as a writer. Use your notebook as a place to gather writing that inspires you. Use your notebook as a container to hold all the beautiful writing you collect. It gives you a place to write every day...to practice living like a writer. It gives you a place to record *bits of life* that may inspire a piece of writing.

Think of your writer's notebook as a *life net*. It is a place to collect observations, thoughts, reactions, ideas, and experiences in your life. Your writer's notebook will help you take some of your ideas and craft them into polished pieces of writing.

You are expected to write in your writer's notebook **every day** in school *during a writing unit* and **three nights** a week at home. And *During a reading unit*, you are expected to keep writing in your notebook, at home, at least **three** times a week. Keep it with you at all times so that you have it when you want to write in it.

- All entries must be dated
- Entries written at home should have an *H* written next to the date or an asterisk
- Do NOT skip pages
- Notebooks will be grade according to the attached rubric

**Some Strategies for Notebook Writing:** memories, observations, reflections, lists, rambling thoughts, writing off a sketches, writing off artifacts, unforgettable stories, fierce wonderings, jot small details you notice or hear about, capture mind "photographs" using your five senses of the world around you, dreams, snatches of talk, writing about a name, writing from a "word," and writing from "lifting a line."

***INVENT YOUR OWN ENTRY***