Writing Process Rubric

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|  | **Writing Process Rubric. HEADERS level 1.jpg** | **Writing Process Rubric. HEADERS level 2.jpg** | **Writing Process Rubric. HEADERS level 3.jpg** |
| Pre-Write:Think it up. | Shows little or no evidence of time spent making a plan for the writing. | Shows some evidence of time spent brainstorming and creating a pre-write/plan for the content. | Shows detailed evidence of time spent brainstorming, organizing, and planning the content of this piece of writing.  |
| Research:Gather it up. | Minimal evidence to show research was conducted. Few/No details, facts, data, quotes, or examples are included within the piece. | Good use of collected research/information. Some details, facts, data, quotes, & examples are found in the piece. | Excellent use of collected research/information. Numerous details, facts, data, quotes, & examples are found throughout. |
| Draft:Write it up. | First draft included few/no details originally listed on the pre-write/plan.  | First draft followed the pre-write/plan. | First draft followed the pre-write/plan and includes evidence that the writer continued thinking *while* writing (made adjustments and improvised). |
| Revise:Doctor it up. | Second draft “sounded” very similar to first draft. Few/No details were added/changed/removed; little/no attempt was made to improve the writing. | Second draft “sounded” somewhat better. Some details were added/changed/removed to improve the writing. | Second draft “sounded” significantly better. Numerous details were added/changed/removed to make the writing more attractive to the reader.  |
| Edit:Fix it up. | Final draft “looked” much like the first draft. AND/ORNumerous errors impede the reader’s flow, causing him to stop and reread numerous times. | Final draft “looked” better. Minor errors existed, causing the reader to stop and reread a couple times. | Final draft “looked” significantly better. Few/No errors existed, making the writing easy to read the first time through. |
| Collaborate:Talk it up. | Student collaborated/interacted minimally/ineffectively with peers & adults throughout the writing process. | Student collaborated/interacted with peers & adults throughout the writing process, although it had minimal affect on the writing.  | Student effectively collaborated/interacted with peers & adults throughout the writing process. |
| Publish:Put it up. | Final product was submitted late.AND/ORFinal product did not show acceptable level of polish and presentation. | Final product was submitted on time and includes some polish. Presentation was mostly appropriate. | Final product was submitted on time and included an appropriate level of polish. Strong presentation. |
| Reflect:Wrap it up. | Some reflection questions were answered. Many included only one-word responses. Reflection included few/no examples from the writing. | Reflection questions were answered, although not elaborated on. Reflection included some examples from the writing. | Reflection questions were elaborated on at length. Reflection included numerous specific examples from the writing.  |