

GRADES 3-12

GROW RUBRICS & CALCULATE GRADES

SMEKENS EDUCATION SOLUTIONS

EPISODE 7 | Update the class writing rubric all year long



EPISODE 4 reveals how to build or start up an initial writing rubric with students.

EPISODE 7 addresses how to add criteria, adapt the rubric for different writing units, and convert scores to grades.

Scores multiple facets or traits, giving each a separate score.

Includes only skills previously taught and practiced.

A tool that measures the quality of a piece of writing.

Analytic Instructional Rubric

- The rubric starts with minimal criteria and grows as students learn more writing skills.
- Criteria is cumulative, keeping all skills relevant— not just the newest ones.
- Grading expectations increase with each rubric update—teach more; expect more.
- The rubric evolves to align with state tests & end-course assessments.

WHEN TO UPDATE CRITERIA

- Provide students ample time to practice a new writing skill before adding it to the rubric.
- Update the rubric once a month OR after 3-5 new skills have been taught and practiced OR as you wrap up a unit.
- Replace today's wholeclass mini-lesson with a 15-minute rubric-update lesson.

WHERE TO ADD NEW CRITERIA

UPDATE A PAPER RUBRIC.

Cut apart the current rubric and tape in paper to make space for the new criteria while keeping related skills within the same row.

	Writing	3	5
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Library Rubin

UPDATE A DIGITAL RUBRIC. Identify the trait

Identify the trai or row the skill falls under and insert a new bullet with the criteria.

	1	2	3	4	5
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HOW

TO WRITE NEW CRITERIA

CONDUCT A RUBRIC-UPDATE LESSON.

- Identify skills recently taught and practiced that are missing from the current rubric.
- 2. Quickly review students' understanding of each skill.
- 3. Capture their descriptions within a new bullet under the highest level.
- Guide student to create parallel criteria in all levels.
- 5. Repeat this process with all classes/sections.
- 6. Present the updated rubric the next day.

Level 1 Level 2		Level 3	Level 4	Level 5	
• Rarely/Never provides		• Occasionally provides		• Frequently provides	
Basic verbs (e.g., went, got sick, took, made)		• Typical verbs (e.g., run, felt sick, stole, cooked)		Strong verbs (e.g., dashed, contracted snatched, prepared	
• Includes none • Includes neither		• Includes some • Includes one		Includes all Includes both	

Consider how to apply the same growing rubric to all writing units.

CU	iisidei iiow to app	ly the s	ame growing rubric	, to an	writing units.
	LEVEL1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
	ldeas are mentioned, but not developed.		Some ideas are developed with details.		Ideas are well developed with supporting details.
IDEAS	NARRATIVE = Hints at a problem OR solution.		NARRATIVE = Hints at a problem AND a solution.		NARRATIVE = CLEAR problem and REASONABLE solution.
	INFORMATIVE = Includes FEW/NO details for the main ideas.		INFORMATIVE = Includes SOME details FOR EACH main idea.		INFORMATIVE = Includes MANY details FOR EACH main idea.
	ARGUMENTATIVE/ PERSUASIVE = Includes 1-2 reasons with LITTLE/ NO evidence/examples.		ARGUMENTATIVE/ PERSUASIVE = Includes 2-3 reasons with SOME evidence/examples.		ARGUMENTATIVE/ PERSUASIVE = Includes 3+ CLEAR reasons with SPECIFIC evidence/examples.
	Ideas are not organized.		Ideas are somewhat organized.		Ideas are organized logically.
ATION	NARRATIVE = FEW/ NO details follow a chronological order.		NARRATIVE = Most details are in chronological order.		NARRATIVE = The details follow a chronological order.
ORGANIZATION	INFORMATIVE = Similar information is NOT GROUPED together.		INFORMATIVE = Similar information is SOMETIMES grouped together.		INFORMATIVE = Similar info is grouped together throughout the WHOLE PIECE.
	ARGUMENTATIVE/ PERSUASIVE = Reasons listed have NO clear		ARGUMENTATIVE/ PERSUASIVE = Reasons are organized in a		ARGUMENTATIVE/ PERSUASIVE = Reasons are organized to

typical order.



What have you tried since viewing Episode 4? **SHARE YOUR EXPERIENCES** with building kid-friendly rubrics with your students.

Discuss the option of adapting the **SAME GROWING RUBRIC** for all units. What are potential **PROS AND CONS** to doing this?

Review the **PROCESS FOR CONVERTING** rubric scores to grades. Discuss the **THREE GUIDING PRINCIPLES**. What was new to you?



BABY STEP: Using any rubric, execute Steps 1-3 below to determine the value of each cell.

BIGGER STEP: Identify 2–3 recently-taught skills. Guide students through a rubric update.

CALCULATE

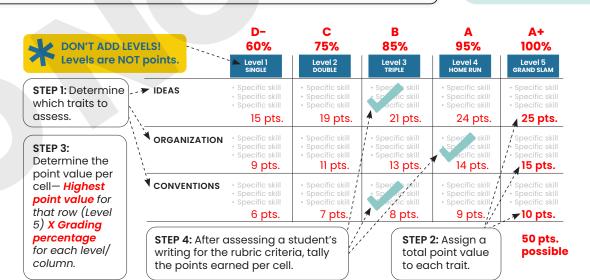
order.

GRADES & POINTS

GUIDING PRINCIPLE #1— The lowest rubric level is not failure; it's just barely passing.

GUIDING PRINCIPLE #2— The highest level is exceeding expectations (A+). The second-highest level is the A.

GUIDING PRINCIPLE #3— Rubric categories aren't equal. Value some traits more than the others, depending on the assignment.



maximize impact.

