

Name: _____
 Date: _____

(Circle the box
 that best fits
 your work!)

Self-Scoring Rubric

(1)

(2)

(3)

ABOUT YOUR STORY

Beginning	It may be hard for the reader to get interested in the story.	My story has a beginning. The reader may not learn much about the setting of the story.	My story has an interesting beginning. The reader learns about the setting of the story.
End	I am not sure if there was a problem in the story that was solved at the end.	At the end, a problem may be solved, but I am not sure. My ending could be stronger.	At the end, a problem is solved. The reader will feel good at the end of my story.
Drawings	My drawings might be hard for the reader to understand.	My drawings tell the reader something extra about the story.	My drawings make the story more exciting. I put a lot of detail in my drawings.

HOW HARD YOU TRIED

How Much Effort	I did not try very hard this time.	I tried to do a good job, but I did not do anything new or different.	I tried very hard. I did some things I had never done before.
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HOW YOU FEEL ABOUT YOUR WORK

Quality of Work	I am not very proud of my work this time.	I like my work. I think parts of my story are very good.	I am proud of my work. I think this is my best story yet.
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Rubric

About the Self-Scoring Rubric *and How to Use It*

The value of using Self-Scoring Rubrics:

- Easy to use and to explain. Makes sense at a glance. Concise and digestible.
- Makes teacher's expectations very clear. Articulates clear criteria.
- Provides insights to *students* and *teachers* alike about a student's strengths and areas in need of improvement.
- Provides opportunities for improvement through revision.

Tips on using Whootie Owl's Self-Scoring Rubric:

- Read aloud the Self-Scoring Rubric to your students before they begin the rough draft of their original story. That way, students will understand what they are expected to do, and how they are expected to do it.
- Ask students to complete the Self-Scoring Rubric when they finish a book from Level 2 of *Whootie Owl's Test Prep Storytime Series*.
- Review each student's self-assessment in a conference. If your assessment of the student's work differs from the student's self-assessment, ask the student to support her or his claim.
- If you like, add up the "points." That is, each column has a value of (1), (2), or (3). Find the total number of "points."
- Keep each student's Self-Scoring Rubric in the student file. The next time your class completes a Whootie Owl book, show the student the prior Self-Scoring Rubric and discuss how the Writing, Effort and Achievement selections changed and, if you added the points as described above, how the sum changed.