

Name: _____
Date: _____

Self-Scoring Rubric

(Circle the box that
best describes
your work!)

WRITING

(1)

(2)

(3)

Beginning, Middle, and End	It may be hard for the reader to follow the story. I am not sure if the reader gets to know my characters very well.	My writing has a beginning, middle and end. The reader gets to know at least a couple of my characters very well.	My story has an interesting beginning, middle, and end. The reader gets to know my characters very well.
Word Choice	I use the same words over and over. Some of the words I use may be confusing to the reader.	I make some good word choices. Other words I use may not tell the reader very much about what is happening in the story.	I use many words that are bright and exciting. They help the reader to imagine what is happening in my story.
Voice	I'm not sure I understood how to write in a character's voice .	My voice sounds natural, but the reader may not get to know my character very well.	My voice sounds natural. The reader gets to know my character through the voice that I use.

EFFORT

How Much Effort	I didn't put a lot of effort into it.	I put some good effort into it.	This was my best effort yet.
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ACHIEVEMENT

Quality of Work	I'm not very proud of my work this time.	I like my work. I think parts of my writing are good quality.	I'm proud of my work. This is an example of my best quality writing.
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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.
- Helps define "quality."

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 have completed the Whootie Owl Story Journal.
- Review each student's self-assessment in a private 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.