

Anchor Rubric for Grades 3-5: PROCESS

August 2006

		Novice	Apprentice	Proficient	Distinguished	POINTS
ORGANIZATION	SPACE	<ul style="list-style-type: none"> • desk/writing area messy 	<ul style="list-style-type: none"> • some clutter on desk 	<ul style="list-style-type: none"> • little or no clutter on desk 	<ul style="list-style-type: none"> • neatly organized desk/writing space 	
	MATERIALS	<ul style="list-style-type: none"> • does not have necessary materials • does not use room resources e.g. dictionary, thesaurus, environmental print • writer's notebook, portfolio, folder is missing paper 	<ul style="list-style-type: none"> • has some necessary materials • uses when prompted room resources e.g. dictionary, thesaurus, environmental print • writer's notebook, portfolio, folder has necessary papers but is unorganized—loose papers 	<ul style="list-style-type: none"> • has most necessary materials • uses as needed room resources, e.g. dictionary, thesaurus, environmental print • writer's notebook, portfolio, folder is organized, although some papers may be loose 	<ul style="list-style-type: none"> • has all necessary materials • has anticipated ancillary resources, e.g. dictionary, thesaurus, environmental print • writer's notebook, portfolio, folder is organized, although some papers may be loose 	
	TIME	<ul style="list-style-type: none"> • spends no time on assignment • works to avoid writing 	<ul style="list-style-type: none"> • spends less than half the time writing • spends time sorting and shuffling papers, organizing materials 	<ul style="list-style-type: none"> • spends most of the time writing 	<ul style="list-style-type: none"> • works complete time 	
COMMUNICATION	DURING INSTRUCTION	<ul style="list-style-type: none"> • not focused on task 	<ul style="list-style-type: none"> • easily distracted from the task 	<ul style="list-style-type: none"> • stays focused on the task 	<ul style="list-style-type: none"> • makes contributions to the task 	
	TEACHER CONFERENCE	<ul style="list-style-type: none"> • unprepared, eg., no writer's checklist 	<ul style="list-style-type: none"> • needs to be reminded to have checklist completed and/or to bring to conference 	<ul style="list-style-type: none"> • most of the checklist is completed independently and remembers to bring it to conference 	<ul style="list-style-type: none"> • checklist is completed independently and brought to conference without prompting 	
	PEER CONFERENCE	<ul style="list-style-type: none"> • does not confer with peer(s) 	<ul style="list-style-type: none"> • must be reminded to confer with peer(s) • makes no revisions based on peer suggestions 	<ul style="list-style-type: none"> • confers with peer(s) • makes little use of peer suggestions 	<ul style="list-style-type: none"> • confers with peer(s) • makes choices/revises based on peer suggestions 	
ATTITUDE	WILLINGNESS TO ENGAGE IN THE WRITING PROCESS:	<ul style="list-style-type: none"> • states has nothing to write about/complains • does not engage in prewrite 	<ul style="list-style-type: none"> • has idea of what to write about • has trouble getting prewrite started 	<ul style="list-style-type: none"> • writes with little prompting • completes prewrite with some assistance 	<ul style="list-style-type: none"> • independently engages in writing without prompting • fluent in getting ideas down; completes prewrite independently 	
	PREWRITING DRAFTING REVISING EDITING	<ul style="list-style-type: none"> • easily distracted/distracts others • shows signs of frustration • shares writing only when teach sets the expectation 	<ul style="list-style-type: none"> • somewhat distracted • shows some signs of frustration • reluctantly shares writing 	<ul style="list-style-type: none"> • stays on task most of the time • shows comfort in writing • shares writing 	<ul style="list-style-type: none"> • stays on focused on writing • shows enjoyment in writing • eagerly volunteers to share writing 	