

Writers' Checklist

Use this checklist to edit your writing. As you check things off this list, use the assigned color to underline 3 examples in your writing that show when you've either made corrections in that category, or have used those writing rules correctly.

Category	Examples
Capitalization	<input type="checkbox"/> I capitalize proper nouns, like the names of people, places, and pets. <input type="checkbox"/> I capitalize the pronoun "I." <input type="checkbox"/> I capitalize important words in a title. <input type="checkbox"/> I capitalize the first word in a sentence.
Punctuation	<input type="checkbox"/> I use a period or exclamation point at the end of each sentence. <input type="checkbox"/> I use a question mark at the end of each question. <input type="checkbox"/> I use commas between words in a list.
Ideas	<input type="checkbox"/> I use brainstorming or a web to organize my ideas before I begin writing. <input type="checkbox"/> My story has a beginning, middle, and end. <input type="checkbox"/> My introduction is exciting and captures the readers' attention! <input type="checkbox"/> I have a satisfying conclusion that makes sense. <input type="checkbox"/> My entire story makes sense. <input type="checkbox"/> I have listened to suggestions from my peers and teacher. <input type="checkbox"/> My story includes detailed descriptions.
Word Use	<input type="checkbox"/> I circled words I didn't know how to spell and used the Quick Word to correct them. <input type="checkbox"/> I replaced "Overused Words" with "Exciting Words!" <input type="checkbox"/> My sentences begin in different ways. <input type="checkbox"/> My sentences are complete.
Neatness	<input type="checkbox"/> My writing is neat.

Unit 3, Activity 6 and 10, Oral Presentation Rubric

Oral Presentation Rubric			
Guidelines		Score	
Introduction		1 2 3	
Captures the reader's attention		1 2 3	
Clearly states the topic		1 2 3	
Speaker speaks clearly			
Topic Discussion		1 2 3	
Provides a general explanation of what the topic is about		1 2 3	
Includes main points or guiding questions for points of discussion		1 2 3	
Speaker speaks clearly			
Visual Aids/Props		1 2 3	
Supports the topic and makes sense		1 2 3	
Labeled clearly, listeners know how it relates to the topic of discussion		1 2 3	
Used in correct sequence			
Conclusion/Reflection		1 2 3	
Presenter explains why the topic was chosen		1 2 3	
Presenter explains what was learned by the research		1 2 3	
Presenter leaves audience with a clear ending			

Unit 3, Activity 10, Letter Writing Rubric

Letter Writing Rubric

Name _____ Date _____ Total Points _____

CATEGORY	4	3	2	1
Greeting and Closing	Greeting and closing have no errors in capitalization and punctuation.	Greeting and closing have 1-2 errors in capitalization and punctuation.	Greeting and closing have 3 or more errors in capitalization and punctuation.	Greeting and/or closing are missing.
Format	Complies with all the requirements for a friendly letter.	Complies with almost all the requirements for a friendly letter.	Complies with several of the requirements for a friendly letter.	Complies with less than 75% of the requirements for a friendly letter.
Grammar & spelling (conventions)	Writer makes no errors in grammar or spelling.	Writer makes 1-2 errors in grammar and/or spelling.	Writer makes 3-4 errors in grammar and/or spelling.	Writer makes more than 4 errors in grammar and/or spelling.
Sentences & Paragraphs	Sentences and paragraphs are complete, well-constructed and of varied structure. I have included questions and statements directly related to the authors work.	All sentences are complete and well-constructed (no fragments, no run-ons). Paragraphing is generally done well. I have included questions and statements directly related to the authors work.	Most sentences are complete and well-constructed. Paragraphing needs some work. I have included questions and statements directly related to the authors work.	Many sentence fragments or run-on sentences OR paragraphing needs lots of work. I have included little or no information related to the authors work.
Neatness	Letter is typed or hand-written, clean, not wrinkled, and is easy to read with no distracting error corrections. It was done with pride.	Letter is neatly hand-written, clean, not wrinkled, and is easy to read with no distracting error corrections. It was done with care.	Letter is hand-written and is crumpled or slightly stained. It may have 1-2 distracting error corrections. It was done with some care.	Letter is hand-written messily and looks like it has been shoved in a pocket or locker. It may have several distracting error corrections. It looks like it was done in a hurry or stored improperly.

Unit 3, Activity 11, Letter Writing Rubric Continued

CATEGORY	4	3	2	1
Props	Student's costume shows considerable work and creativity and adds a great deal to his/her presentation.	Student's costume shows work and creativity and adds to his/her presentation.	Student's costume is complete, but does not demonstrate creativity.	The student uses no costume OR the costume chosen detracts from the presentation.
Comprehension	Student is able to accurately answer all questions posed by the teacher.	Student is able to accurately answer most questions posed by the teacher.	Student is able to accurately answer a few questions posed by the teacher.	Student is unable to accurately answer questions posed by the teacher.
Enthusiasm	Facial expressions and body language convey a strong interest and enthusiasm about the topic.	Facial expressions and body language sometimes convey a strong interest and enthusiasm about his/her topic.	Facial expressions and body language are used to try to convey enthusiasm, but seem somewhat strained.	Very little use of facial expressions or body language. Did not convey much interest in his/her presentation.
Preparedness	Student is completely prepared and has obviously rehearsed.	Student seems pretty prepared but might have needed a couple more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.
Time Limit	Presentation is 5 minutes long.	Presentation is 4 minutes long.	Presentation is 3 minutes long.	Presentation is less than 3 minutes OR more than 5 minutes.
Speaks Clearly	Speaks clearly and distinctly all the time, and mispronounces no words.	Speaks clearly and distinctly most the time, but mispronounces one word.	Attempts to speak clearly and distinctly, but mispronounces two or more words.	Often mumbles or can not be understood.
Posture and Eye Contact	Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation.	Stands up straight and establishes eye contact with everyone in the room during the presentation.	Sometimes stands up straight and establishes eye contact.	Slouches and/or does not look at people during the presentation.
Volume	Volume is loud enough to be heard by all audience members throughout the presentation.	Volume is loud enough to be heard by all audience members at least 90% of the time.	Volume is loud enough to be heard by all audience members at least 80% of the time.	Volume often too soft to be heard by all audience members.

Booklet Rubric

Name: _____

Student's Score _____/20pts.

Rubric for Booklet

Performance Elements	Level 4	Level 3	Level 2	Level 1
Topic	Writer knows a lot about topic, and the topic is focused on a specific area.	Writer knows something about the topic.	Writer knows a little about the topic.	Writer knows very little about the topic
Organization	Writer presents information in a useful, organized and interesting way. Reader can easily follow and understand.			Writer doesn't present information in an organized or interesting way.
Tone of Voice	Writer clearly blends own experience and knowledge with topic.			Writing consists of list of information.
Details	Writing contains many examples of facts and specific details that support the topic.			Writing has few specific facts and lacks details that help explain topic.
Graphics	Graphics support meaning of the text.			Graphics do not support text or are unrelated to text.