Name:		Self-Scoring Rubric	Circle the box that best describes your work!
Writing	(1)	(2)	(E)
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.
ACHIEVEMENT	T.		
Quality of Work	I'm not very proud of my work this time.	I like my work. I think parts of	I'm proud of my work. This is an

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 <u>before they</u> <u>begin the rough draft of their original story</u>. 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.