

Name: _____

Writing

2nd Grade

Student Poetry Rubric

	Not Yet	Starting To	Yes!
I used line breaks to create meaning in my poem. (Orange)			
I used repetition to create patterns in my poem. (Yellow)			
I used point of view to show my reader that poems can be written from a different voice. (Pink)			
I used personification to help my reader envision objects that come to life. (Light Green)		Add the attached narrative student checklist: Claire	
I used comparisons to explain an idea to my reader. (Light Blue)			

Name: _____ Date: _____

	Grade 2	NOT YET	STARTING TO	YES!
	Structure			
Overall	I wrote about <i>one time</i> when I did something.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lead	I thought about how to write a good beginning and chose a way to start my story. I chose the action, talk, or setting that would make a good beginning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transitions	I told the story in order by using words such as <i>when, then, and after</i> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ending	I chose the action, talk, or feeling that would make a good ending.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organization	I wrote a lot of lines on a page and wrote across a lot of pages.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Development			
Elaboration	I tried to bring my characters to life with details, talk, and actions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Craft	I chose strong words that would help readers picture my story.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Language Conventions			
Spelling	To spell a word, I used what I knew about spelling patterns (<i>tion, er, ly, etc.</i>). I spelled all of the word wall words correctly and used the word wall to help me figure out how to spell other words.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Punctuation	I used quotation marks to show what characters said. When I used words such as <i>can't</i> and <i>don't</i> , I used the apostrophe.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2nd Grade

Name: _____

Date: _____

Math Poster Rubric

	NOT YET	STARTING TO	YES!
<u>Equation</u> My poster includes equations that match my math work.		Add Content Area Standards from current unit/module (pick 1 or 2) { see 5 th gr. example attached }	
<u>Mathematical Modeling</u> My poster includes math models that show how I solved the problem.			
<u>Written Explanation</u> My poster includes a clear explanation for my work using math vocabulary words.			

Organization

My poster is clearly organized;
my readers can easily understand my work.

Name: _____

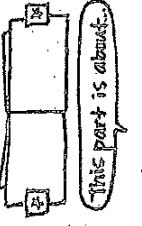
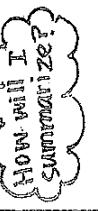
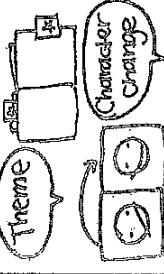
Date: _____

**5th Grade Math
(Self-Assessment Checklist)**

Directions: Rate your level of consistency (or success) with each learning target and math behavior. Consider your performance on assignments that assess each learning target and math behavior.

Math Behaviors		Not Yet	Getting There	I'm Good	Way Beyond
Math Learning Targets	I make sense of problems and persevere in solving them				
	I thoughtfully reflect on and explain my math problem solving.				
	I use models appropriately to support mathematical thinking (e.g. number lines, arrays, and/or coin equivalents).				
	I recognize that problems can be solved in multiple ways.				
Math Learning Targets	I read and write decimals to the thousandths using base-ten numerals, number names, and expanded form				
	I compare and order decimals to the thousandths based on meanings of the digits in each place value.				
	I use place value understanding to round decimals up to the nearest hundredth.				
	I add and subtract decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.				
	I multiply and divide decimals, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between multiplication and division.				

LEARNING PROGRESSIONS, GRADES 2–6

Grade	Grade	Grade	Grade	Grade
2	3	4	5	6
<p>Grade 2</p> <p>As I read, I see that a story has parts and I can talk briefly about a part that I just read. After I read another part, I can put the parts together and talk about them.</p> <p>At the end of a story, I can retell it by saying something about the main character(s) and the big events, in order.</p> 	<p>Grade 3</p> <p>As I read a novel, I can think back over and briefly summarize the parts of the story that relate to what I'm reading.</p> <p>When I finish a book, I can briefly summarize it in a way that shows what I know about the story and its story elements. I talk about the characters—their traits and wants—and recap especially important events using sequence words. Alternatively, I may talk about the problem and solution.</p> <p>If the character learned a life lesson, I mention that, most likely at the end of my summary.</p> 	<p>Grade 4</p> <p>As I read, I can think back over and briefly summarize the parts of the story that relate to what I'm reading.</p> <p>When I finish a book, I can briefly summarize it in a way that shows knowledge of the important aspects of the story, including the story elements. I talk about the characters—their traits and wants—and recap especially important events using sequence and cause-effect words. Alternatively, I may talk about the big ideas/themes that the story teaches.</p> 	<p>Grade 5</p> <p>I make decisions about how to summarize a story. Sometimes I name a theme and then summarize the most important parts of the story that support that theme. Sometimes I trace the significant changes in a character; I stay focused on the parts of the story that are most important to the kind of summary I am giving, leaving out parts that are not.</p> 	<p>Grade 6</p> <p>I am able to summarize a story by looking at it from a bird's-eye view. When I do this, I see the pieces of the story as blocks that fit together.</p> <p>I can summarize by focusing on a character, a conflict, a theme, and so on. When I do this, I sort out moments of the story that support my idea about the character, conflict, theme, and so on. I explain why these parts matter. I angle and limit my summary to the parts of the text that support my idea.</p> 
<p>Grade 2</p> <p>MAIN CHARACTERS SETTING BIG EVENTS</p>	<p>Grade 3</p> <p>CHARACTERS RELATIONSHIPS PROBLEMS SETTING</p>	<p>Grade 4</p> <p>CHARACTERS BIG EVENTS PROBLEMS + SOLUTION LESSON</p>	<p>Grade 5</p> <p>SUMMARIZE</p>	<p>Grade 6</p> <p>FOCUS ON:</p> <ul style="list-style-type: none"> Character Relationships Problem Setting Theme