

Writing, First Quarter Grades

Name _____ Per. _____

Evidence:

- Letter on blog _____
- Comments on blog _____
- Reading feedback on the blog _____
- Comparison on blog _____
- Compose for 7 notebook stamina _____
- Compose for 7 variety _____
- Flowchart _____
- Speaking _____
- Complementing _____

A: I can show a lot of evidence having completed all of the tasks for these standards, which shows I can do it/apply it consistently. Also, I can show with evidence that I am taking risks and going *beyond* what was taught/expected including in-depth inferences, extensions, and elaboration in the tasks/activities/assignments. I do not require much supervision when doing this. I can even help others.

B: I can show a lot of evidence of these standards having completed all of the tasks. There are no major errors or things left out regarding the simpler details or skills taught; I have tried the more complex tasks/skills, but *I do not consistently* do the harder parts like in-depth analysis, elaboration, or extending my understanding beyond the standard.

C: I can show *most* of this evidence, missing a few tasks, which shows my understanding of the simpler details, skills, and information. I do not have evidence of the more complex thinking of this. *With help*, I can do the harder things, but I need supervision during the task and as I revise, which shows I cannot do it on my own yet.

D: All (or most) of my evidence is partial or incomplete, which shows I have tried the standards but cannot do the basic parts. (Let's talk about why - absences, effort, use of class time, time outside of class, focus.)

U: I do not have evidence of this. I haven't tried it. (Let's talk about why - absences, effort, resistance, focus, use of class time.)

Informative Writing

1. I can write informative texts that examine a topic using organization (paragraphing) by my points.	A	B	C	D	U
2. I can introduce a topic clearly and write a thesis to preview what is to follow in the body of the essay.	A	B	C	D	U
3. I can organize ideas by topics or points that follow what I said in the thesis.	A	B	C	D	U
4. I include definitions of terms and new ideas for my audience. I can develop my points with examples, facts, definitions, and details to help my reader comprehend information.	A	B	C	D	U
5. I use appropriate transitions (first, next, on one hand, however) to show the relationships among ideas and concepts.	A	B	C	D	U
6. I provide a concluding statement that summarizes the main idea and makes my readers think about why the topic or experiences matters. I give the reader something to think about.	A	B	C	D	U

Narrative Writing (beginning this practice)

7. I can introduce the reader to the time, place, point of view, and narrator of the story in my first couple paragraphs.	A	B	C	D	U
8. I can use descriptive details and sensory language to capture the action and show experiences and events.	A	B	C	D	U

Writing for Short Periods

9. I can write for seven minutes on a topic I choose producing at least a half page by the end of first quarter	A	B	C	D	U
10. I can write on a range of topics (not always the same thing) by the end of first quarter.	A	B	C	D	U
11. I can write in a range of formats (narrative, informational, argument, poem, list, cartoons, invitations, songs, plays, commercials, etc.).	A	B	C	D	U

12. I know what to do when I can't find the flow.	A	B	C	D	U
The Writing Process					
13. I know and can use the writing process: planning, revising, editing, proofreading, publishing -- focusing on how well I am meeting the purpose of the piece and the reaching the reader/audience.	A	B	C	D	U
Language					
14. I can use a complex, sentence to signal differing relationships among ideas.	A	B	C	D	U
15. I demonstrate command (very good) of standard English grammar in my writing (capitalization, sentences, apostrophes, comma, periods, homophones, spelling).	A	B	C	D	U
Speaking and Listening					
16. To show my listening, I present claims with evidence and complement others. (I would like to celebrate ___ because ___ for example ___)	A	B	C	D	U
17. To speak, I appropriate eye contact, adequate volume, clear pronunciation, and professionalism during my public speaking.	A	B	C	D	U
Technology					
18. Use technology to produce and publish writing for others to read.	A	B	C	D	U
19. I use technology to read the writing of my peers and interact with them about the impact of their writing on me as a reader in the comments.	A	B	C	D	U
20. I use technology to read comments from peers and teachers to understand how my writing impacts others and to revise if needed.	A	B	C	D	U

Final Grade: _____

Goals for second quarter:

Reading First Quarter Grade

Name _____ Per. _____

Evidence:
Books Finished _____
RIT score _____
Blogs Completed: _____
Chapter responses: _____
Posing Questions: _____
Responding: _____
Using Evidence: _____
After school help: _____
Other: _____

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Independent Reading: A Range (Variety) of Literature and Text Complexity

1. I have read books from a variety of genres this quarter.	A	B	C	D	U
2. I read books on variety of literary topics (environment, gender, war, family, technology, history, depression, love, success, failure)	A	B	C	D	U
3. Comprehends self-selected books -- the characters, plot, conflict, setting, theme, genre, subjects.	A	B	C	D	U

Independent Literary Analysis: Writing about what you read independently

4. I can summarize concisely (not too long, no spoilers) what I read.	A	B	C	D	U
5. I use italics for book titles.	A	B	C	D	U
6. I have written about different genres to demonstrate an understanding of how the setting shapes the characters or plot.	A	B	C	D	U
7. I use topic sentences to make clear the literary elements to be analyzed or to make a claim about literature.	A	B	C	D	U
8. I use transitions to show connections among ideas and signal evidence(e.g., for example, however, therefore).	A	B	C	D	U
9. I use text citation (QUOTES from the text) to support what the text says . I use quotation marks, parentheses for the pages numbers, proper punctuation.	A	B	C	D	U
10. I analyze how a theme, image, or main idea develops from the beginning to the end of a book.	A	B	C	D	U
11. I analyze how a characters actions or choices impact other characters or the plot.	A	B	C	D	U

Shared-Guided Reading Comprehension and Literary Analysis

12. I can demonstrate my comprehension of a shared book by responding to comprehension questions accurately and with page citations (numbers).	A	B	C	D	U
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13. I can compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	Evidence of understanding	attempt	needs help	no effort	
14. I can write about how an image or theme develops from the beginning to the end of a story that I read with the class using specific examples from the text to support my responses.	A	B	C	D	U
15. I can write about how the setting impacts characters in a book that I have read with the class by explaining it with details specific to the text.	A	B	C	D	U
16. I can support a claim about a theme in the book with evidence from the book.	A	B	C	D	U
17. I can support a claim about how a character impacts other characters with evidence from the text.	A	B	C	D	U
Speaking Criteria					
18. I come to discussions prepared, having read the material under study and prepared notes to make responses read for the group/class. 7.1a	A	B	C	D	U
19. I use my notes to show evidence, to analyze, and to reflect on ideas under discussion. 7.1a	A	B	C	D	U
20. I pose (ask) questions that elicit elaboration (or get people analyzing) without teacher prompting. 7.1c	A	B	C	D	U
Listening Criteria					
21. I follow rules for collegial discussion- eye contact, listening, not interrupting, sitting up, following along, no side conversations.	A	B	C	D	U
22. I paraphrase or clarify peer comments before responding 7.1b	A	B	C	D	U
23. I use peers names when making connections across comments and to compliment peer's contributions	A	B	C	D	U
Technology					
24. I use technology to produce and publish writing for others to read.	A	B	C	D	U
25. I use technology to collaborate with my teacher about my reading by reading and responding to her feedback each week.	A	B	C	D	U
26. I use technology to collaborate with my classmates and to present new ideas to my peers.	xxx	xxxx	Practicing	xxxx	Have not tried

Final Grade: _____

Goals for second quarter:
