

Kindergarten Writing

This is a Kindergarten writing rubric. It is simple and kid-friendly for primary kids. Students can use it as a guide to self-check their writing pieces.

The screenshot displays a digital rubric for a 4th grade basketball unit. The interface is titled "4th Ufer" and includes navigation options like "Hints", "Help Videos", and "Rubric Network". The rubric is organized into a grid with the following categories and performance levels:

Category	Skill Description	Beginner (does not use in gameplay)	Accomplished (uses in gameplay)
Teamwork, sportsmanship	takes turns, shares, encourages	Blue box with sad face	Green box with neutral face
Knowledge	does not foul much, dribbles while moving with ball	Blue box with sad face	Green box with neutral face
	dribbles while looking up and keeping ball below waist	Blue box with sad face	Yellow box with neutral face
Passing	can get passes to teammates	Blue box with sad face	Yellow box with neutral face
	Get open: can get away from defense	Blue box with sad face	Green box with neutral face
Shooting	shoots close and uses arch	Blue box with sad face	Yellow box with neutral face
	Defense: stays between offense and basket	Blue box with sad face	Yellow box with neutral face
Effort	tries their best most of the time	Blue box with sad face	Green box with neutral face

At the bottom, a student list shows scores for various students: 4th Rushing (0), 4th Ufer (10), 5th Cornell (15), 5th Johnson (15), 5th Johnston (17), and 5th Lambert (15). The "4th Ufer" student is highlighted in green.

This is an example of a class rubric to show my students where we started and what we improved upon. At the beginning of this basketball unit we played a lead up basketball game. At the end of the game we sat for five minutes and looked at this rubric (projected on the wall) and decided, with my guidance, where MOST kids fell on the rubric. It guides what they think of their skills and it tells them what we will be working on. At the end of this basketball unit we play the same lead up game and at the end of the game revisit this rubric and make the changes that the kids and I saw during the posttest. PE

Famous Person Wax Museum - Checklist

Requirement	Yes	No
I wrote the speech in first person using the words I, me, and mine.	✓	
I told about my person's big accomplishment or achievement.	✓	
I gave specific dates of when important things happened.	✓	
I gave examples of times when my person had to persevere.	✓	
I tried to imagine how my person felt during important times in his/her life, and I wrote about these feelings.	✓	
I used the dictionary or another resource to help me spell words that I was not sure about.	✓	
I told about how my person made a difference in the lives of others.	✓	
I wrote a memorable conclusion that asks a question or leaves the audience with a final thought.	✓	

We have looked through my rough draft for each part of the checklist.

Author's Signature: Sydney Spymoonink

Writing Partner's Signature: Izzy

Teacher/Parent Volunteer's Signature: [Signature]

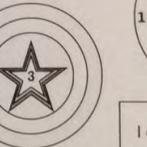
Laura Ingalls Wilder

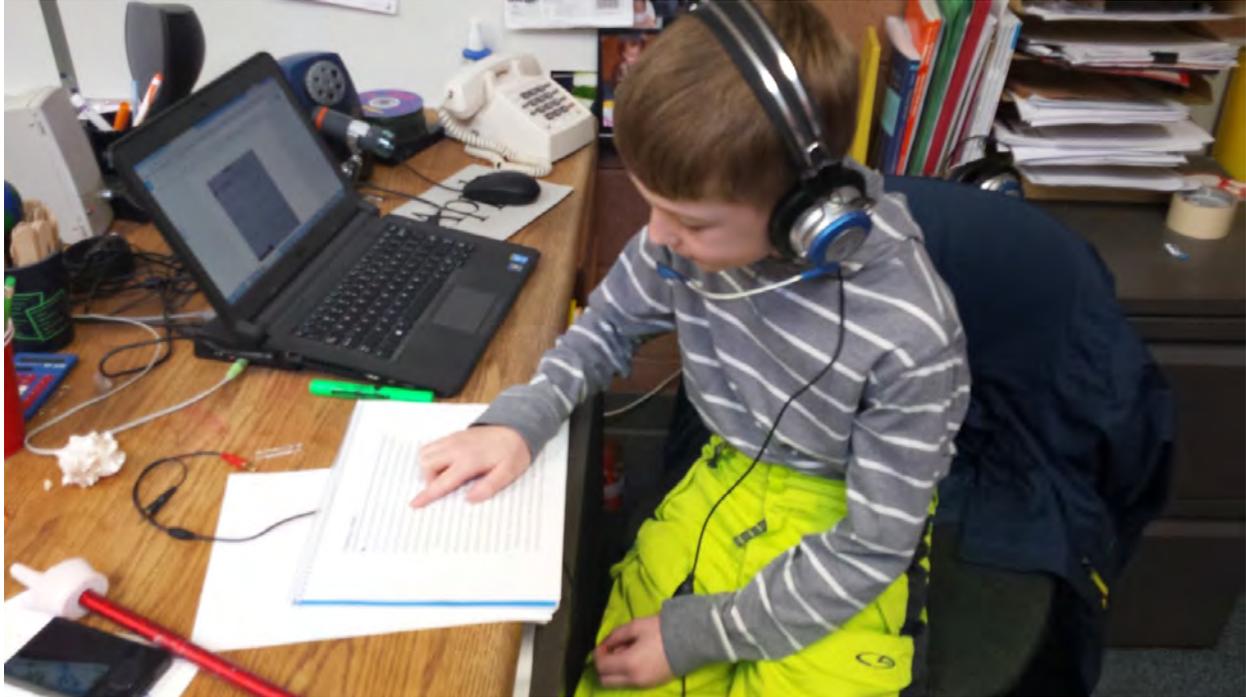
Hello! My name is Laura Ingalls Wilder. I was born on February 7, 1867. I am a pioneer. I lived in a tiny house. Did you live in a tiny house? My family and I had move alot, but then we found a house that was great and we stayed there a while. Then one day my sister got blind and I had to be her "eyes" for her. I helped her so much, she thought she was not blind anymore. I got married to a very nice man who loves to write. After we got married, we lived on a farm. I was a farmer, a young teacher, and a writer for the news paper. Eversince I was a news paper writer, people have been calling me "Half-Print", and that became my nick name. A couple years later I was pregnate and had a baby girl named Rose. One year after I had Rose, my husband and I got very

Students can use a color coded checklist to self-assess their work. First, students underline each requirement in the checklist with a different color. Then, students look for evidence of this in their drafts and underline with a corresponding color. If there is an item on the checklist that a student is missing, they can revise, edit, or add to their work before moving on the next step in the writing process.

Name: _____

Unit: 6

1	2	3	4	5	6	7
 <p>I can divide using partial quotients method.</p>	 <p>I can solve division and multiplication number stories.</p>	 <p>I can divide using the traditional method of division.</p>	 <p>I can show remainders in different ways and decide what to do with the remainder.</p>	 <p>I can read and plot points on a coordinate grid.</p>	 <p>I can understand $1/4$, $1/2$, and $3/4$ turns in a circle and the degrees associated with a circle.</p>	 <p>I can measure and draw angles using a full circle and half circle protractor.</p>
Date: _____	Date: _____	Date: _____	Date: _____	Date: _____	Date: _____	Date: _____



Recording students and having them listen to themselves reading can be a powerful tool for self-assessment. Students can self-assess their reading fluency and expression on DIBELS assessments or other measures.

me to redo the problem and reflect on your mistake here.

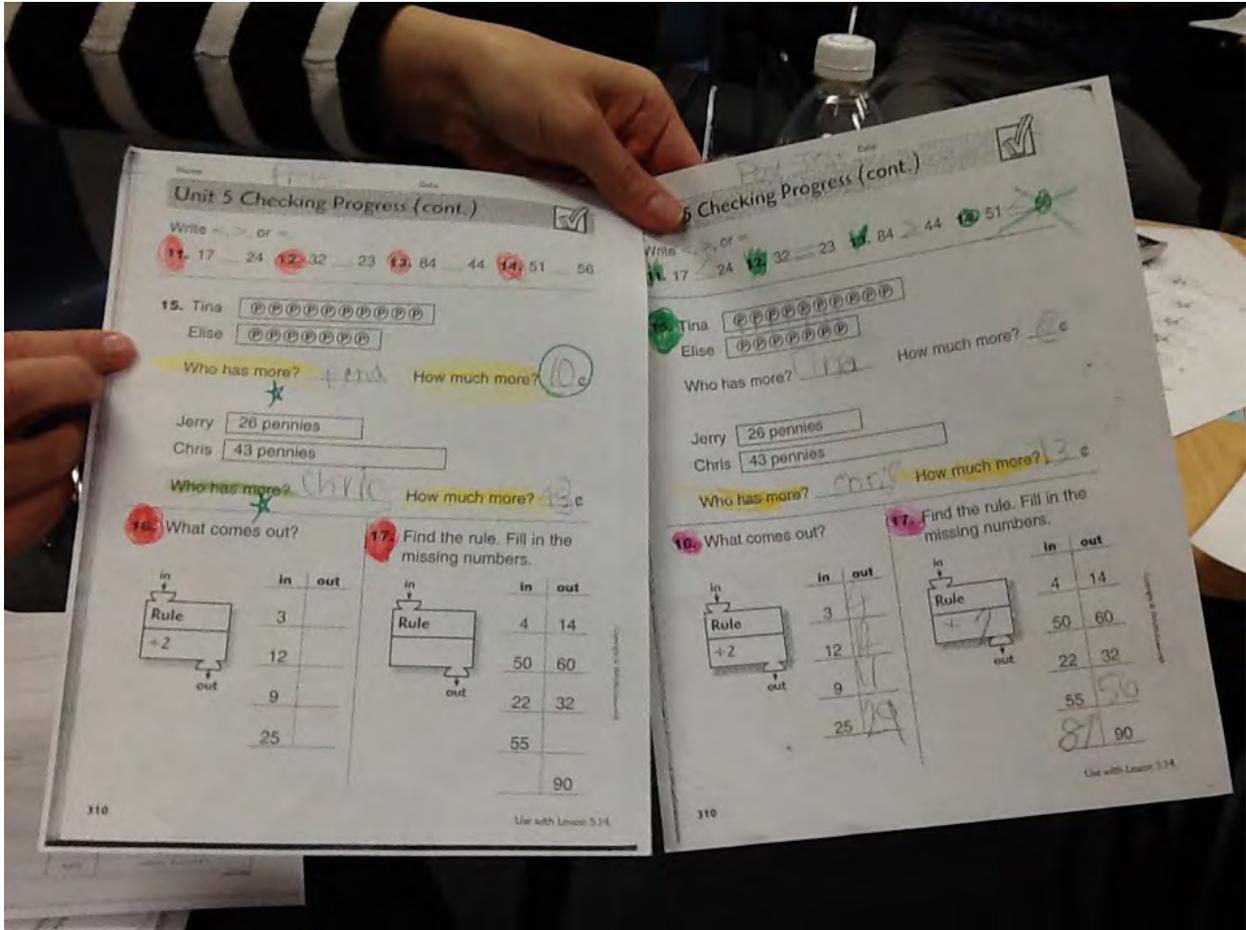
<p>130</p>	<p>Here is why I think I missed this problem:</p> <p>I looked at the wrong line of numbers</p>
<p>Here is my new solution to number 1:</p> $\begin{array}{r} 3 \\ 37 \\ \times 51 \\ \hline 37 \\ + 1850 \\ \hline 1887 \end{array}$	<p>Here is why I think I missed this problem:</p> <p>I added wrong</p>
<p>Here is my new solution to number _____:</p>	<p>Here is why I think I missed this problem:</p>
<p>Here is my new solution to number _____:</p>	<p>Here is why I think I missed this problem:</p>

After a math assessment, students correct their mistakes in the left column of this form and explain why they missed the problem on the right side. This allows for reflection and corrections of misunderstandings. 4th grade



Kindergarten Literacy

This is another activity that we did in our reading journals. After listening to a story, students had to identify and write the beginning, middle, and end.



1st grade math

This is an example of self assessment.

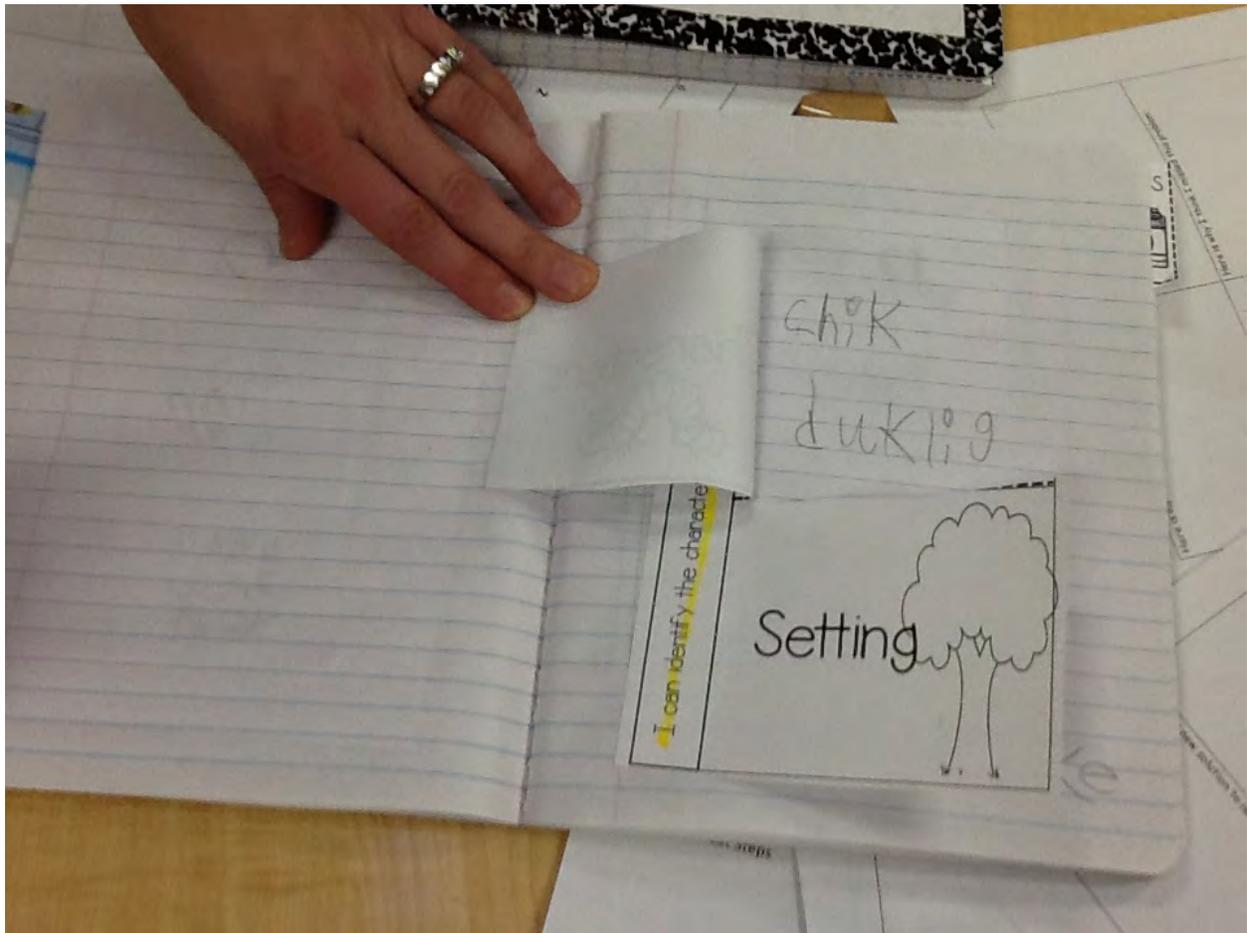
Students color coded the pretest first. This allowed time for kids to really evaluate each question to see if they already knew the answer, thought they could try answering, or had never seen anything like it.

- Red= I don't know the answer
- Yellow= I think I know and have a good guess
- Green= I am sure I know this answer

Then students actually took the pretest and answered each question. They could change their color on the outside of the number if they realized they changed their mind about the problem.

The last part after we learned all the concepts, students took the post test. They followed the same drill with color coding. Students went back and answered all the questions.

Students really noticed how their colors changed from the pretest to the post-test. It was great to see how much they learned throughout the unit. They were also pretty accurate with their colors and evaluations of themselves.



Kindergarten Literacy

This is an example of an interactive reading journal. Each activity is aligned with a literacy standard and an "I Can" statement. Activities include everything from main idea, retelling, character and setting, fact/opinion, inference, etc. The purpose is for kids to be able to look back at the activities they have completed and use them for reference.