

Writers' Workshop Rubric

University of Arkansas at Little Rock

	Target	Moving Toward Target	Unacceptable	Plan of Action
Schedule	Students write 5 times a week for at least 30 minutes ____.	Students write 5 times a week for at least 20 minutes ____.	Students write less than 4 times a week for less than 20 minutes ____.	
Organization	Students materials are organized, easily accessible and students understand how to use their materials (writing notebook, hanging file portfolio, dictionary, anchor charts) ____.	Students materials are to some extent organized, easily accessible, and students are learning how to use their materials (writing notebook, hanging file portfolio, dictionary, anchor charts) ____.	Students materials are not organized, are not easily accessible and students do not understand how to use their materials (writing notebook, hanging file portfolio, dictionary, anchor charts) ____.	
Routines	Routines are established for writing workshop and students are on task ____.	Routines are being established for writing workshop and students are to some extent on task ____.	Routines are not established and writing time is lost ____.	
Topic Choice	Students understand how to choose their own topics for writing (with assistance when needed) ____.	Students are learning how to choose their own topics for writing (with assistance when needed) ____.	Students are dependent on the teacher to provide a topic, and do not understand how to choose their own topic ____.	
Atmosphere	The learning climate is one of process writing, the walls are covered with students' work, the teacher writes with the students daily, and the room is organized to provide opportunities for peer and individual work ____.	The learning climate is one of process writing, some student work is displayed on the walls, the teacher writes with the children several times a week, and the room is organized to provide opportunities for peer and individual work ____.	The learning climate focuses on accuracy, handwriting, and spelling, student work is rarely displayed, the teacher does not write with the students, and the room is not supportive of group and individual writing opportunities ____.	
Modes of Writing	Students write throughout the day for different purposes and audiences and demonstrate an understanding of the different modes of writing ____.	Students are learning to write for different purposes and audiences and demonstrate some understanding of the different modes of writing ____.	Students do not understand the different purposes for writing, writing does not occur throughout the day, and the different modes of writing are not taught ____.	

	Target	Moving Toward Target	Unacceptable	Plan of Action
Mini-Lesson	Mini-lessons are taught 5 times a week ____.	Mini-lessons are taught 4 times a week ____.	Mini-lessons are taught occasionally or not at all ____.	
Mini-Lesson Development	Mini-lessons are brief, relevant to student needs, and focus on the teaching goal, followed by an opportunity for students to apply the skill or strategy with teacher guidance ____.	Mini-lessons are based on student needs, but are too long. They are followed by an opportunity for students to apply the skill or strategy with teacher guidance ____.	Mini-lessons are too long and focus on too many items. They are not based on student needs and follow a scope and sequence pattern. ____.	
Literature	Literature or a student's writing sample is frequently used to model a specific skill, strategy, or writing craft ____.	Literature or a student's writing sample is occasionally used to model a specific skill, strategy, or writing craft ____.	Literature or a student's writing sample is never used to model a specific skill, strategy, or writing craft ____.	
Conferences	Conferences are conducted daily, including teacher-scheduled and student-requested conferences. ____.	Conferences are conducted 4 days a week, including teacher-scheduled and student-requested conferences. ____.	Conferences are rarely scheduled. ____.	
Conference Content	The conference emphasizes the writing process, beginning with a reaction to the meaning, then focuses on 1 or 2 important areas of need. ____.	The conference emphasizes the writing process, beginning with a reaction to the meaning, then focuses on 3 or more areas of need. ____.	Conference focuses on lots of items, not the process, and does not respond to the meaning of the writing. ____.	
Sharing	Students have daily opportunities to share their work with the teacher and/or other students. ____.	Students have frequent opportunities to share their work with the teacher and/or other students. ____.	Students have opportunities to share their work occasionally or not at all ____.	
Publishing	Students understand the writing process, including publishing criteria, resulting in a minimum of 10 published pieces a year. ____.	Students understand the writing process, and are developing an understanding of publishing criteria, resulting in several published pieces a year. ____.	Students do not understand the writing process and publishing criteria, and the teacher generally publishes the writing ____.	
Evaluation	Student writing samples are collected and analyzed at least 4 times a semester for documentation of writing development. ____.	Writing samples are collected and analyzed at least 3 times a semester for documentation of writing development.	Writing samples are not analyzed during the semester. ____.	

- Site Visit Date: _____
- UALR Field Coach Signature _____
- Literacy Coach Signature _____
- Principal Signature _____