

Student name: _____

Title of assignment: _____

Date: _____

ASSESSMENT RUBRIC

	4	3	2	1
Shared reading	Student participated enthusiastically in shared reading, chiming in with all predictable text and reading new words based on picture and letter knowledge.	Student participated enthusiastically in shared reading, chiming in with all predictable text and reading some new words based on picture and letter knowledge.	Student participated in shared reading, chiming in with all predictable text and reading a few new words.	Student experienced difficulty with this task.
Rough draft of writing	Writing was at a traditional spelling stage. Most words were spelled correctly.	Writing was phonetic. Student spelled most words using both consonant and vowels. The spellings are phonetic and approaching traditional spellings.	Writing was at a semiphonetic stage. Student used initial and final consonants correctly in most cases. He or she also may have used other correct consonants.	Writing was at a prephonetic stage. Student used mostly pictures and random letters.
Relation of setting and character to sentence	Student constructed a sentence that showed excellent meaning based on the attributes of the character and the setting into which the character was placed.	Student constructed a sentence that showed adequate meaning based on the character and the setting.	Student constructed a sentence that showed meaning based on the character or the setting.	Student constructed a sentence that showed little understanding of character or setting.
Use of transition to add to meaning	Transition/motion added meaning to the story and provided a meaningful "transition image" between pages.	Transition/motion added meaning to story or provided a "transition image."	Transition/motion added little meaning to story.	Student lacked ideas for use of transitions/motion.

Comments: