




FEEDBACK SANDWICH

 <b>Good news</b>	<i>"I did really well on ..."</i>	
 <b>Bad news</b>	<i>"I think these parts need to be changed ... because ..."</i>	
 <b>Good News</b>	<i>"Some ways I can improve it are ..."</i>	

Name \_\_\_\_\_ Date \_\_\_\_\_

### PERSONAL GOAL SETTING

My math multiple choice goal is \_\_\_\_\_ out of 8 correct.

My reading multiple choice goal is \_\_\_\_\_ out of 8 correct.

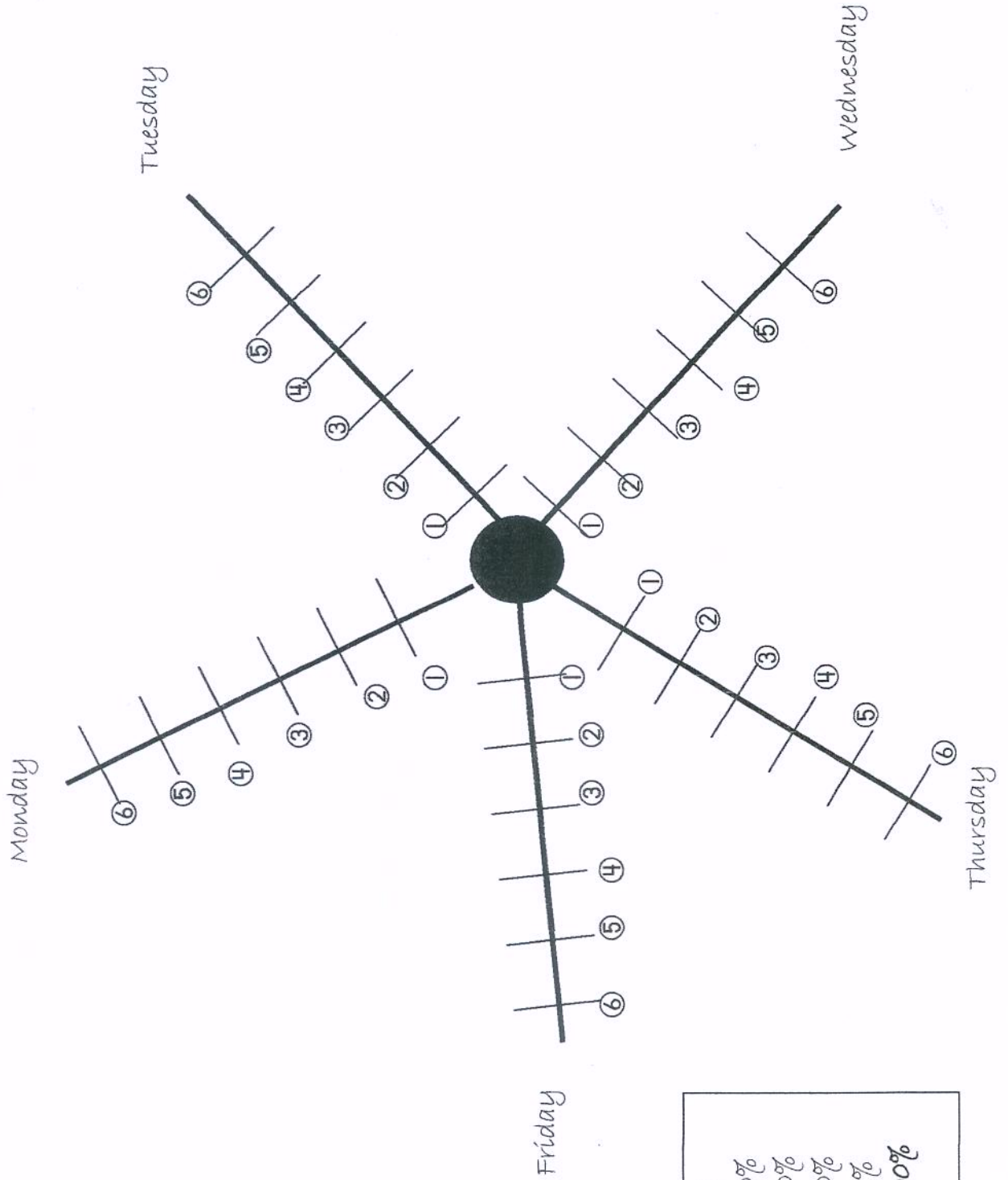
*I AM ON MY WAY TO REACHING MY GOAL!*



Doing multiple choice is FUN!!!

Math MCQ Goal	1	2	3	4	5	6	7	8
Reading MCQ Goal	1	2	3	4	5	6	7	8

\_\_\_\_\_ : I CAN



1- <50%  
2- 50-60%  
3- 60-70%  
4- 70-80%  
5- 80-90%  
6- 90-100%

# Writing Rubric for \_\_\_\_\_ Date: \_\_\_\_\_

Trait	Questions to Consider	Student				Teacher			
		1	2	3	4	1	2	3	4
		Keep Working	Good Try	Almost There	I Got It!	Keep Working	Good Try	Almost There	You Got It!
<b>Focus &amp; Coherence</b>	Can my reader identify my topic? Did I stay with one topic throughout my writing? Do I have an introduction and conclusion? Does my writing make sense to my reader?								
<b>Organization</b>	Does my introduction grab my reader's attention? Does my writing flow smoothly from one thought to the next? Is my writing sequenced so that it makes sense? Does my conclusion bring my writing to an end?								
<b>Development of Ideas</b>	Did I explain my ideas with details? Does my writing paint a picture in my reader's mind? Did I provide example and reasons to support my writing? Did I develop my ideas thoroughly?								
<b>Voice</b>	Can my reader identify how I feel about my topic? Does my writing reflect my personality? Is my attitude about my topic identifiable? Can my reader tell that I wrote this?								
<b>Word Choice</b>	Did I use a variety of words? Is my choice of words appropriate for my topic? Are my nouns specific and my verbs vivid? Did I use words that were descriptive?								
<b>Sentence Fluency</b>	Did I use different types of sentences? Are my sentences complete? Are my sentences different lengths? Did I start my sentences in a variety of ways?								
<b>Conventions</b>	Do my sentences start and end correctly? Did I punctuate my sentences? Did I spell my words correctly? Did I use my words correctly?								

I need to work on the following areas to improve my writing...

- 1.
- 2.

# Minute Paper

**What was the most useful or meaningful thing you learned during this session/workshop?**

**What helped you learn it?**

**What questions do you still have?**

**What else would you like me to know?**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Individual Journal

1. What did I try? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. How did it work? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. What would I change? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. My next steps/action: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. Questions for learning team: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6. Resources needed or I wish I had... \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



My new goal is.....

My new goal is.....

My new goal is.....

# Student-Teacher Discussion Sheet

1. Goal: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. What could keep me from reaching this goal?

\_\_\_\_\_ I'm not really sure what to do.

\_\_\_\_\_ I don't want it badly enough to work for it.

\_\_\_\_\_ I might forget about it.

\_\_\_\_\_ I'm afraid of what others will think.

\_\_\_\_\_ Others don't want me to reach my goal.

\_\_\_\_\_ The goal is too hard.

Some other reasons might be: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. What could I do so these things won't keep me from reaching my goal?

\_\_\_\_\_  
\_\_\_\_\_

4. Who can help me?

How can they help?

NAME

\_\_\_\_\_  
\_\_\_\_\_

5. What are my chances of success?

Very Good    Good    Fair    Poor    Very Poor



## Project Contract

Name: \_\_\_\_\_  
Topic: \_\_\_\_\_

Focus questions:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Steps I will follow:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Resources I will use:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Main ideas I will investigate:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Ways I will present:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

How I will evaluate my work:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Project Evaluation

Name: \_\_\_\_\_ Project topic: \_\_\_\_\_

Research question: \_\_\_\_\_

### TEACHER & PEER ASSESSMENT:

RESEARCH:	Excellent	Satisfactory	Needs Work
Used at least three sources	3	2	1
Documented sources	3	2	1
Gathered interesting and new information	3	2	1
Identified new topics to pursue	3	2	1
Worked hard preparing	3	2	1

### PRESENTATION:

Was well prepared and organized	3	2	1
Demonstrated good delivery skills	3	2	1
Used multiple delivery modes	3	2	1
Demonstrated understanding of topic	3	2	1
Answered questions effectively	3	2	1

### TEACHER & CLASS COMMENTS:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### STUDENT SELF-ASSESSMENT:

1. Please explain what you learned about working on a project.  
\_\_\_\_\_  
\_\_\_\_\_
2. Explain what you learned about doing a presentation.  
\_\_\_\_\_  
\_\_\_\_\_
3. Explain what was the most difficult part of this project for you.  
\_\_\_\_\_  
\_\_\_\_\_
4. Explain what was the most enjoyable part of this project.  
\_\_\_\_\_  
\_\_\_\_\_
5. If you did this project over, how would you do it differently?  
\_\_\_\_\_  
\_\_\_\_\_

Name \_\_\_\_\_

What did you like and dislike about your story?

I liked:

1.
2.
3.
4.
5.

I didn't like:

1.
2.
3.
4.
5.

# 1<sup>st</sup> Nine Weeks Writing Skills

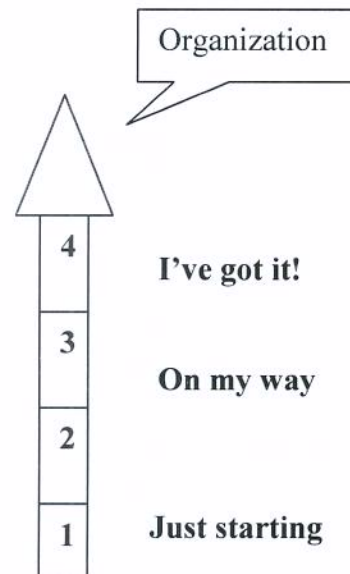
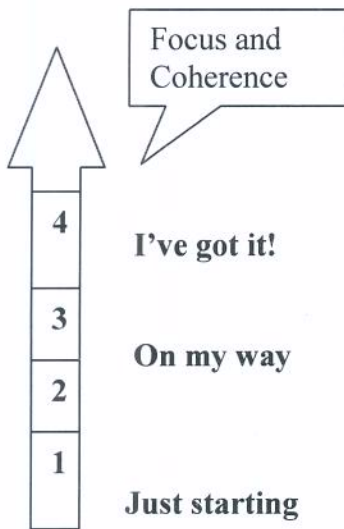


Name \_\_\_\_\_

## Writing Skills

	☺	I will practice this by...
My handwriting is neat and legible. I form the letters correctly and my letters touch the baseline.		
I know what words I should capitalized.		
I know when to use a period, question mark, or exclamation mark at the end of a sentence. (. ? !)		
I know that the subject and the verb of a sentence should agree. In a sentence they both should be either in the past or in the present. Example: I can <b>ride</b> my bike. (present) Yesterday I <b>rode</b> my bike. (past)		

<b>Prewriting and Writing Skills</b>	☺	I will practice this by...
Before I write a story I get my ideas organized by using a tool such as idea web, or story plan.		
I make changes or revisions in my story. I try to add interesting words and vivid verbs to my story.		



**I stay on topic.**  
**I know a lot about this topic so I can write about it.**

**Similar things are together.**  
**Details are in the right places. Ideas are in an order that works.**

Talk with your teacher and parents about ways you can practice skills you need to work on. Together you can choose which skills to work on first and then develop a plan.

## Sentence Fluency Rubric

Name \_\_\_\_\_ Date \_\_\_\_\_

How do you know if you have good *sentence fluency* in your composition?

- You used different types and lengths of sentences.
- Your sentences are complete.
- Your sentences start in a variety of ways.

1. After you finish a composition, reread your composition and ask yourself the following questions. Score yourself on how you think you did in each category.

2. Once you have finished scoring yourself in the Personal Scoring Column, have a peer score you using the Peer Scoring Column.

Personal Scoring Column				Questions	Peer Scoring Column			
Keep Working	Good Try	Almost There	I Got It!		Keep Working	Good Try	Almost There	I Got It!
				Are your sentences different lengths?				
				Are your sentences complete?				
				Did you start your sentences in different ways?				
				Did you use a variety of types of sentences?				

3. Now, go back to your composition and think about ways to improve your *sentence fluency*. Think about the changes that you can make to make your composition better.

4. Use these thoughts to revise your paper in a way that improves your *sentence fluency*. Use a colored pencil to make these changes.

5. Finally, reread your changes with a peer to see if your changes help strengthen the *sentence fluency* in your paper.



## Conventions Rubric

Name \_\_\_\_\_ Date \_\_\_\_\_

How do you know if you have good *conventions* in your composition?

- Your sentences start and end correctly.
- Your sentences are punctuated correctly.
- Your words are spelled and used correctly.

1. After you finish a composition, reread your composition and ask yourself the following questions. Score yourself on how you think you did in each category.

2. Once you have finished scoring yourself, in the Personal Scoring Column, have a peer score you using the Peer Scoring Column.

Personal Scoring Column				Questions	Peer Scoring Column			
Keep Working	Good Try	Almost There	I Got It!		Keep Working	Good Try	Almost There	I Got It!
				Do your sentences start and end correctly?				
				Are your sentences punctuated correctly?				
				Did you spell your words correctly?				
				Did you use your words correctly?				

3. Now, go back to your composition and think about ways to improve the *conventions* in your composition. Think about the changes that you can make to make your composition better.

4. Use these thoughts to revise your paper in a way that improves the *conventions*. Use a colored pencil to make these changes.

5. Finally, reread your changes with a peer to see if your changes help strengthen the *conventions* in your paper.



## Focus & Coherence Rubric

Name \_\_\_\_\_ Date \_\_\_\_\_

How do you know if your paper is *focused and coherent*?

- Throughout your writing you stay focused on one topic.
- Your reader can easily identify your topic.
- Your paper holds your readers attention.

1. After you finish a composition, reread your composition and ask yourself the following questions. Score yourself on how you think you did in each category.

2. Once you have finished scoring yourself in the Personal Scoring Column, have a peer score you using the Peer Scoring Column.

Personal Scoring Column				Questions	Peer Scoring Column			
Keep Working	Good Try	Almost There	I Got It!		Keep Working	Good Try	Almost There	I Got It!
				Is my composition focused on one topic?				
				Is my message clear and easy for my reader to understand?				
				Do I have a quality introduction and conclusion?				
				Does my composition make sense all the way through?				

3. Now, go back to your composition and think about ways to improve the *focus and coherence*. Think about the changes that you can make to make your composition better.

4. Use these thoughts to revise your paper in a way that improves the *focus and coherence*. Use a colored pencil to make these changes.

5. Finally, reread your changes with a peer to see if your changes help the *focus and coherence* of your paper.

## Word Choice Rubric

Name \_\_\_\_\_ Date \_\_\_\_\_

How do you know if you have good *word choice*?

- You used a variety of appropriate words to explain and describe your topic.
- You used specific nouns and vivid verbs.
- You used descriptive words that paint a picture for your reader.

1. After you finish a composition, reread your composition and ask yourself the following questions. Score yourself on how you think you did in each category.

2. Once you have finished scoring yourself in the Personal Scoring Column, have a peer score you using the Peer Scoring Column.

Personal Scoring Column				Questions	Peer Scoring Column			
Keep Working	Good Try	Almost There	I Got It!		Keep Working	Good Try	Almost There	I Got It!
				Did I use a variety of words to explain/describe my topic?				
				Did you use specific nouns and vivid verbs?				
				Did you use descriptive words?				
				Is my choice of words appropriate for the topic I'm writing about?				

3. Now, go back to your composition and think about ways to use better *word choice*. Think about the changes that you can make to make your composition better.

4. Use these thoughts to revise your paper in a way that uses the best *word choice* for your composition. Use a colored pencil to make these changes.

5. Finally, reread your changes with a peer to see if your changes help strengthen the *word choice* in your paper.

## Organization Rubric

Name \_\_\_\_\_ Date \_\_\_\_\_

How do you know if your paper is *organized*?

- Your paper grabs your reader's attention in the introduction and brings my writing to an end in the conclusion.
- Your paper flows smoothly between both sentences and thoughts.
- Your paper has a sequenced beginning, middle, and end.

1. After you finish a composition, reread your composition and ask yourself the following questions. Score yourself on how you think you did in each category.

2. Once you have finished scoring yourself in the Personal Scoring Column, have a peer score you using the Peer Scoring Column.

Personal Scoring Column				Questions	Peer Scoring Column			
Keep Working	Good Try	Almost There	I Got It!		Keep Working	Good Try	Almost There	I Got It!
				Does my introduction grab my reader's attention?				
				Does my writing have good flow from sentence to sentence and thought to thought?				
				Do I have a sequenced beginning, middle, and end?				
				Does my conclusion bring my writing to an end?				

3. Now, go back to your composition and think about ways to improve the *organization*. Think about the changes that you can make to make your composition better.

4. Use these thoughts to revise your paper in a way that improves the *organization*. Use a colored pencil to make these changes.

5. Finally, reread your changes with a peer to see if your changes help the *organization* of your paper.



## ORQ Rubric

Name \_\_\_\_\_ Date \_\_\_\_\_

How do you know if your answer sheet is *organized with a proficient answer for an ORQ*?

- You've got EACH letter label CIRCLED.
- Your answer flows smoothly between both sentences and thoughts.
- Your answer has a sequenced beginning, middle, and end.
- You've written down where you found your answer.
- You've used part of the text in your answer.
- You've made a CONNECTION with the answer.

1. After you finish an answer reread your answer and ask yourself the following questions. Score yourself on how you think you did in each category.

2. Once you have finished scoring yourself in the Personal Scoring Column, have a peer score you using the Peer Scoring Column.

Personal Scoring Column				Questions	Peer Scoring Column			
Keep Working	Good Try	Almost There	I Got It!		Keep Working	Good Try	Almost There	I Got It!
				Does my answer begin with an letter label?				
				Does my answer have a good flow from sentence to sentence and thought to thought?				
				Do I have a sequenced beginning, middle, and end?				
				Do I write down where I found an answer from the text?				
				Do I use part of the text in my answer?				
				Do I write a connection I have in my answer?				