

Collins Writing Program Folder Review
Elementary Grades 1-5 Rubric
 Sanborn Regional School District

	1	2	3	4
Format	Papers show little or no evidence of the heading and format of the program. (FCAs, margins, skipping lines)	Some or all elements are evident, but only on a few papers; sporadic signs of format elements	Consistency in format of writing program emerges on some papers; especially on most recent pieces	Most or all pieces contain the required format of writing program; consistent inclusion of most elements
Record	No entries listed in middle of folder	A few entries are listed; those listed are obvious mismatches or incomplete representations of folder entries	Substantial listing of entries is evident; may have rather superficial reflections in last column	Record of assignments is complete; reflections in last column show insight or thoughtfulness
Clear FCAs	A few, vague FCAs appear on a few pieces; may have no FCAs at all	FCAs appear more frequently but are vague or too general to be of value, e.g., "be interesting" or "good grammar"	FCAs on most pieces are consistent and clearly stated; clarity of FCAs begins to improve; some may be general	Most or all FCAs are clearly stated; consistently are specific and useful; reflect district priority FCAs
FCA Mix	FCAs are missing or indiscernible	FCAs are primarily mechanical (capitals, end marks, spelling)	A mix of FCAs is noticeable but mechanical seems to dominate over content, stylistic, or organizational	FCAs clearly contain balance of content, style, organization, and mechanics
Sequence	FCAs are missing or indiscernible	Most FCAs seem to be assigned at random; may have a few maintained sequentially	Most FCAs sequenced to provide enough reinforcement over time to provide opportunity for mastery	Most FCAs are sequenced to ensure mastery; in addition, some repeated or reviewed periodically
Feedback	FCAs are missing or indiscernible; teacher feedback is unrelated	Occasional feedback is apparent; may be vague or too general to encourage improvement	Student received specific feedback regarding mastery of FCAs on majority of pieces	Students consistently received clear and specific feedback on each FCA
Writing Across Curriculum	Little or no writing was done in conjunction with math, science, or social studies content	Some pieces of writing were linked to content are themes or concepts	More than one composition appears from each of several content areas	Writing across the curriculum is a prominent part of the entries; most content areas are represented
Overall	Elements of program are missing or indiscernible; valid judgment impossible with few number of entries	Sporadic or non-sequential use of program elements; number of entries unorganized or insufficient; writing is weak	Elements of program are evident and practiced consistently; quantity and quality are sufficient	Overall quality of folder is impressive; implementation of program elements contributes to quality of writing

Collins Writing Program Folder Content Area Review
Middle and High School Level Rubric
 Sanborn Regional School District

	1	2	3	4
Format	Papers show little or no evidence of the heading and format of the program. (FCAs, margins, skipping lines)	Some or all elements are evident, but only on a few papers; sporadic signs of format elements	Consistency in format of writing program emerges on some papers; especially on most recent pieces	Most or all pieces contain the required format of writing program; consistent inclusion of most elements
Record	No entries listed in middle of folder	A few entries are listed; those listed are obvious mismatches or incomplete representations of folder entries	Substantial listing of entries is evident; may have rather superficial reflections in last column	Record of assignments is complete; reflections in last column show insight or thoughtfulness
Clear FCAs	A few, vague FCAs appear on a few pieces; may have no FCAs at all	FCAs appear more frequently but are vague or too general to be of value, e.g., "be interesting" or "good grammar"	FCAs on most pieces are consistent and clearly stated; clarity of FCAs begins to improve; some may be general	Most or all FCAs are clearly stated; consistently are specific and useful; reflect district priority FCAs
FCA Mix	FCAs are missing or indiscernible	FCAs are primarily mechanical (capitals, end marks, spelling)	A mix of FCAs is noticeable but mechanical seems to dominate over content, stylistic, or organizational	FCAs clearly contain balance of content, style, organization, and mechanics
Sequence	FCAs are missing or indiscernible	Most FCAs seem to be assigned at random; may have a few maintained sequentially	Most FCAs sequenced to provide enough reinforcement over time to provide opportunity for mastery	Most FCAs are sequenced to ensure mastery; in addition, some repeated or reviewed periodically
Feedback	FCAs are missing or indiscernible; teacher feedback is unrelated	Occasional feedback is apparent; may be vague or too general to encourage improvement	Student received specific feedback regarding mastery of FCAs on majority of pieces	Students consistently received clear and specific feedback on each FCA
Overall	Elements of program are missing or indiscernible; valid judgment impossible with few number of entries	Sporadic or non-sequential use of program elements; number of entries unorganized or insufficient; writing is weak	Elements of program are evident and practiced consistently; quantity and quality are sufficient	Overall quality of folder is impressive; implementation of program elements contributes to quality of writing

Collins Writing Program Folder Review
Across the Curriculum
Middle and High School Level Rubric
 Sanborn Regional School District

	1	2	3	4
Format	Papers show little or no evidence of the heading and format of the program. (FCAs, margins, skipping lines)	Some or all elements are evident, but only on a few papers; sporadic signs of format elements	Consistency in format of writing program emerges on some papers; especially on most recent pieces	Most or all pieces contain the required format of writing program; consistent inclusion of most elements
Record	No entries listed in middle of folder	A few entries are listed; those listed are obvious mismatches or incomplete representations of folder entries	Substantial listing of entries is evident; may have rather superficial reflections in last column	Record of assignments is complete; reflections in last column show insight or thoughtfulness
Clear FCAs	A few, vague FCAs appear on a few pieces; may have no FCAs at all	FCAs appear more frequently but are vague or too general to be of value, e.g., "be interesting" or "good grammar"	FCAs on most pieces are consistent and clearly stated; clarity of FCAs begins to improve; some may be general	Most or all FCAs are clearly stated; consistently are specific and useful; reflect district priority FCAs
FCA Mix	FCAs are missing or indiscernible	FCAs are primarily mechanical (capitals, end marks, spelling)	A mix of FCAs is noticeable but mechanical seems to dominate over content, stylistic, or organizational	FCAs clearly contain balance of content, style, organization, and mechanics
Sequence	FCAs are missing or indiscernible	Most FCAs seem to be assigned at random; may have a few maintained sequentially	Most FCAs sequenced to provide enough reinforcement over time to provide opportunity for mastery	Most FCAs are sequenced to ensure mastery; in addition, some repeated or reviewed periodically
Feedback	FCAs are missing or indiscernible; teacher feedback is unrelated	Occasional feedback is apparent; may be vague or too general to encourage improvement	Student received specific feedback regarding mastery of FCAs on majority of pieces	Students consistently received clear and specific feedback on each FCA
Writing Across Curriculum	Little or no writing was done in conjunction with math, science, or social studies content	Some pieces of writing were linked to content are themes or concepts	More than one composition appears from each of several content areas	Writing across the curriculum is a prominent part of the entries; most content areas are represented
Overall	Elements of program are missing or indiscernible; valid judgment impossible with few number of entries	Sporadic or non-sequential use of program elements; number of entries unorganized or insufficient; writing is weak	Elements of program are evident and practiced consistently; quantity and quality are sufficient	Overall quality of folder is impressive; implementation of program elements contributes to quality of writing