

About the Student Self-Checklist for Written Responses to English Language Arts Constructed Response Items

The student self-checklist is provided as a model of a “rubric” that students can use to understand the expectations of writing as defined by Common Core Georgia Performance Standards (CCGPS).

This checklist was developed using teacher feedback when the items/tasks and student responses were reviewed during August 2012. Teachers thought that more direction to students might help improve the quality of student responses.

Formative instructional practices engage the student as an active participant in the learning process. When students are provided a checklist for performance-based or constructed-response tasks, they can evaluate themselves to determine if they have met the requirements before submitting their work for teacher evaluation. This process actively engages the student in his/her own learning.

Please note:

- Teachers are not required to use this checklist.
- This rubric is aligned to the expectations in the Common Core Georgia Performance Standards (CCGPS) in writing.
- Teachers are free to adjust the checklist to fit the needs of their students.
- Teachers may find this rubric useful for other classroom instructional activities and not just for use with the formative items/tasks housed in the Online Assessment System (OAS).
- This checklist is for instructional use only, and not to be used in state summative assessments.

WARNING:

- This checklist is **NOT** to be used during the state writing assessments in Grades 5 and 8 and the Georgia High School Writing Test (GHSWT).
- These state assessments have their own directions and a Writing Checklist.
- Use of this checklist could result in the invalidation of a student’s score.

Student Self-Checklist for Written Responses to English Language Arts Constructed Response Items

Ideas - the degree to which the writer establishes a focus and develops the main points with examples, facts, anecdotes, and details.

- I read the selection thoroughly and understand what the question(s) is (are) asking me.
- I directly answered the question(s). I didn't wander from the main idea.
- I supported my response with important, relevant details.
- I even included specific references or quotes from the reading selection. In other words, my response is evidence-based from the text.
- My response has a clear focus or position.
- I checked to make sure that each sentence serves a purpose. I have a topic sentence and the other sentences support my point. In other words, I don't just repeat myself.
- My response is complete and well developed.

Organization – the degree to which the ideas are arranged in a clear order with an introduction, body, and conclusion.

- My writing has an appropriate organization pattern for the question(s)/topic.
- I have a strong introduction, body, and conclusion.
- I organized my ideas in a logical way. In other words, related ideas are grouped together.
- I have used transitional words or phrases in the paper to link the ideas.

Style – the degree to which the writer controls language to capture the reader's interest.

- I know that other people who read my response will see my meaning and be able to follow the evidence that I provide.
- I used different kinds of sentences and didn't start each one with the same word or in the same way.
- I used many different and descriptive words. I used strong verbs.
- I have attended to the audience. The tone (formal or informal) of my writing reflects the audience, purpose, and genre of writing that the task requires.

Conventions – the degree to which the writer demonstrates control of sentence formation, usage, and mechanics.

- I used complete sentences.
- Subject/verb and noun/pronoun agreement are correct.
- I have checked my writing for spelling, grammar, and punctuation errors and corrected them.