

Owney The Dog Curriculum Rubrics

U.S. Topography Rubric

Level	1	2	3	4
Writing Mechanics	<ul style="list-style-type: none"> - Pictures and approximated words are attempted. - Child can orally read pictures and attempted words to communicate meaning. - Semi-phonetic spelling is attempted. (beginning consonant sounds). - Mix of upper and lower case letters is used. 	<ul style="list-style-type: none"> - Text has left-to-right, top to bottom directionality. - Approximated words have more than one correct letter and spaces between them. - Piece is read with one to one correspondence. - High-frequency words are occasionally spelled correctly. - Sentences begin with a capital letter. 	<ul style="list-style-type: none"> - High frequency words usually spelled correctly and other words are spelled with most of the correct letters. - Capital letters are used at the beginning of sentences and sometimes on proper nouns. - Periods are used correctly, with experimental use of other end punctuation. 	<ul style="list-style-type: none"> - High frequency words are spelled correctly and other words are usually spelled correctly. - Capital letters are used correctly for beginnings of sentences and proper nouns. - All end punctuation is used correctly and end punctuation other than periods is experimented with successfully.
Content	<ul style="list-style-type: none"> - Students do not include a land form or a water form in their project 	<ul style="list-style-type: none"> - Students include either a land form or a water form in their project but not both - Students do not identify, label, or create their land or water forms correctly 	<ul style="list-style-type: none"> - Students include both a land and water form in their project - Students identify and label their land and water forms correctly - Students describe their land and water forms with some accurate detail 	<ul style="list-style-type: none"> - Students may include more than one land or water form in their project - Students identify and label their land and water forms correctly and describe them in accurate detail
	<ul style="list-style-type: none"> - Student does not create an accurate 	<ul style="list-style-type: none"> - Student creates a mostly accurate representation of a 	<ul style="list-style-type: none"> - Students create accurate models of their U.S. 	<ul style="list-style-type: none"> - Students create models that are accurate



Accuracy	representation of a location with any land or water forms	U.S. location but does not include both land and water forms - Student has both land and water forms but they do not accurately represent what is found in their U.S. city	location choosing land and water forms that are found in that city - Students have accurate models of the land and water forms they choose	representations of their chosen location and of the land and water forms - Students create proper scale or have further design elements of the city
Process	- Student misuses materials -Student does not take care in choosing and creating specific land and water forms	- Student mostly uses classroom materials correctly - Student chooses land and water forms but may not choose the best materials to create the model	- Student uses classroom materials correctly - Student carefully chooses appropriate materials to create land and water forms	- Student uses classroom materials correctly and helps others - Student carefully chooses appropriate materials to create land and water forms creatively



U.S. Location Collage Rubric

Level	1	2	3	4
Process	<ul style="list-style-type: none"> - Student misuses materials - Student does not create a collage 	<ul style="list-style-type: none"> - Student mostly uses materials correctly - Students put together images on a page 	<ul style="list-style-type: none"> - Students use all materials correctly - Students create a collage by layering multiple pictures 	<ul style="list-style-type: none"> - Students use all materials correctly - Students create a collage by layering multiple pictures from multiple resources - Students may create mixed-media collages with a creative use of materials
Content	<ul style="list-style-type: none"> - Student does not create a collage that reflects the landmarks of one location in the U.S. - Student has less than 5 pictures - Student does not label any pictures 	<ul style="list-style-type: none"> - Student creates a collage that reflects the land marks of only one place but has less than 5 pictures - Student has at least 5 pictures but landmarks are not specific to one U.S. location - Some landmarks may be labeled 	<ul style="list-style-type: none"> - Student includes at least 5 pictures in their collage - Collage reflects the landmarks of only one U.S. location. - All landmarks are labeled 	<ul style="list-style-type: none"> - Student includes more than 5 pictures in their collage - Collage reflects the important landmarks of only one U.S. location - All landmarks are labeled and may be described in further detail
Neatness and Craft	<ul style="list-style-type: none"> - Student work is not neat - Student does not create a collage 	<ul style="list-style-type: none"> - Student work is mostly neat - Student has some parts of the collage complete (layer pictures, labels) but not all 	<ul style="list-style-type: none"> - Student work is neat - Student has all parts of the collage completed for 5 pictures 	<ul style="list-style-type: none"> - Student work is neat - Student has all parts of collage completed for more than 5 pictures and/or includes greater details



"Our Stories" Autobiography Rubric

CATEGORY	1	2	3	4
Writing Process (using the 5 steps of writing)	Student devotes little time and effort to the writing process. Doesn't seem to care.	Student devotes some time and effort to the writing process but was not very thorough. Does enough to get by.	Student devotes sufficient time and effort to the writing process (prewriting, drafting, reviewing, and editing). Works and gets the job done.	Student devotes a lot of time and effort to the writing process (prewriting, drafting, reviewing, and editing). Works hard to make the story wonderful.
Story	It is not clear what story connects the images and descriptions in the story	It is fairly easy for the reader to understand the story that connects the images and description in the story, but it doesn't reflect one person's life.	It is fairly easy for the reader to understand the story that connects the images and description in the story.	It is very easy for the reader to understand the story that connects the images and description. It reflects the story of one person.
Description	No descriptive words are used or attempted.	Descriptive words are used in a limited capacity. When used they do not match the illustrations.	Descriptive words are used throughout the story and match the illustrations.	Descriptive words are used throughout the story and add value new meaning to the illustrations
First Person perspective	There are no first-person statements	Some of the statements are in the first-person. Other	All statements are in the first-person but do not represent	First person perspective is correctly used and



		statements are do not use first-person.	actions the primary subject completed.	corresponds to actions of the primary subject in the story.
Spelling and Punctuation	The final draft has more than 6 spelling and punctuation errors.	There are 4-6 spelling and punctuation errors in the final draft.	There are 2-3 spelling or punctuation errors in the final draft.	There are no spelling or punctuation errors in the final draft. Character and place names that the author invented are spelled consistently throughout.
Neatness/Publication	The publication draft is not neat or attractive. It looks like the student just wanted to get it done and didn't care what it looked like.	The publication draft of the story is readable and some of the pages are attractive. It looks like parts of it might have been done in a hurry.	The publication draft of the story is readable, neat and attractive. It may have one or two erasures, but they are not distracting. It looks like the author took some pride in it.	The publication draft of the story is readable, clean, neat and attractive. It is free of erasures and crossed-out words. It looks like the author took great pride in it.

Comic Strip Rubric

For the comic Strip rubric referenced in the “our Stories” lesson, please see the “Whiz! Bang! Using Comic Books to Teach Onomatopoeia” lesson by Maureen Gerard, provided by ReadWriteThink.org, a Thinkfinity website developed by the International Reading Association, the National Council of Teachers of English, and in partnership with the Verizon Foundation.

http://www.readwritethink.org/files/resources/lesson_images/lesson867/rubric.pdf



Smithsonian
National Postal Museum