

“QUICK WRITE” RUBRIC

(for journal entries, schema activators, learner log entries, or 5-10 minute writing tasks)

TRAITS OF WRITING	FOCUS	ORGANIZATION	SUPPORT AND ELABORATION
4	<ul style="list-style-type: none"> My writing is tightly focused on responding to the prompt I demonstrate deep understanding of key ideas 	<ul style="list-style-type: none"> My ideas are introduced in a mostly logical and effective order My ideas can be easily understood by the reader 	<ul style="list-style-type: none"> My writing is grounded in the text and/or facts and includes perceptive and insightful opinions and interpretations My writing includes superior explanation of ideas
3	<ul style="list-style-type: none"> My writing is largely focused on responding to the prompt (may stray in areas, but gets quickly back on topic) I demonstrate understanding of key ideas 	<ul style="list-style-type: none"> My ideas are introduced in a generally logical and effective order My ideas can be understood by readers 	<ul style="list-style-type: none"> My writing offers logical opinions and interpretations My writing includes sufficient explanation of ideas
2	<ul style="list-style-type: none"> My writing is somewhat focused on responding to the prompt (may have difficulty getting back on topic or may stray often) I demonstrate gaps in understanding of key ideas 	<ul style="list-style-type: none"> My ideas are introduced in a seldom logical order My ideas can be sometimes understood by reader 	<ul style="list-style-type: none"> My writing offers some logical opinions and interpretations My writing presents somewhat limited explanation of ideas
1	<ul style="list-style-type: none"> I make no attempt to focus on the prompt or I substitute a different task I demonstrate little or no understanding of key ideas 	<ul style="list-style-type: none"> My ideas are randomly presented or merely listed 	<ul style="list-style-type: none"> I present illogical opinions and interpretations I make little or no attempt at explanation of ideas

Quick Write Zone

1

2

3

4

Quick Writes can be used before, during, or after a lesson or a reading. Its purpose is to allow students an opportunity to briefly reflect (just a few minutes) on their learning in writing. When used before reading, it helps to activate prior knowledge. It provides students an opportunity to reflect, make connections, and summarize new information during and after reading. Another benefit is that it allows the teacher to quickly assess prior knowledge and student understanding. Overall, quick writes are a relatively simple and adaptable strategy that can be used in any content area.

Great Idea: A way to incorporate technology with quick writes is for students to maintain a blog. This allows you and your students to have a more permanent record of reflections throughout the school year. This can be an excellent way for your students to look back and reflect upon their learning.

Ways I can use a quick-write:

- Use at the beginning of a class as a pre-reading strategy to informally assess and activate students' background knowledge on a topic, concept, or text.
- Stop in the middle of a class discussion or reading and ask learners to write about what has been said, what they read so far, and what key points they made individually or as a group (if they were working in small groups).
- Give at the end of the class and ask students to prepare at home and use as an opening activity for next class.
- After reading, working in a small group, or after researching a topic, ask students to do a quick-write to summarize, analyze, synthesize, evaluate or explain a concept/idea/problem.
- Read a poem or speech and ask students to do a quick-write about the entire poem/speech or some key aspect you would like them to reflect upon and write about.
- Use quick writes to encourage student-student or teacher-student discussion.
- Use quick writes as an exit slip.
- Split the class into groups: give 3 groups a minute to quick-write about the beginning of the book/story/text/topic, 3 groups to write about something that happened in the middle of the story, book, or event, and 3 more groups can write about the end. Collect all quick-writes and build the story/event/discussion/topic from students' writing and ask them to evaluate as a class how well they captured the story, book, text, discussion, or event.