

Diary of a Spider Rubric

Student Name: _____

Date: _____

CATEGORY	3	2	1	0
Pre-reading Activity # 1: Quickwrite	The student lists at least three facts that he or she knows about spiders.	The student lists two facts that he or she knows about spiders.	The student lists one fact that he or she knows about spiders.	The student does not list anything that he or she knows about spiders.
Pre-reading Activity # 2: Fact Sheet	The student writes about one fact on the fact sheet that he or she found interesting and lists at least two reasons why he or she found that fact interesting.	The student writes about one fact on the fact sheet that he or she found interesting and lists at one reason why they found that fact interesting.	The student writes down one fact that they found interesting, but does not give a reason why.	The student writes nothing.
During Reading Activity # 1: Vocabulary Worksheet	The student writes definitions for all five words.	The student writes definitions for three to four words.	The student writes definitions for one to two words.	The student does not write a definition for any of the words.
During Reading Activity # 2: Postcard	The student writes at least three sentences on the postcard.	The student writes two sentences on the postcard.	The student writes one sentence on the postcard.	The student does not write a single sentence on the postcard.
After Reading Activity # 1: Journal Entry	The student writes two journal entries that are each a paragraph long.	The student writes one journal entry that is a paragraph long and another journal entry that is less than a paragraph.	The student writes one journal entry that is a paragraph.	The student writes a journal entry that is less than a paragraph.
After Reading Activity # 2	The student writes an email to Doreen Cronin telling her two things that he or she liked or disliked about the book and provides a reason for each.	The student writes an email to Doreen Cronin, telling her two things that he or she liked or disliked about the book but doesn't provide reasons or he or she provides only one opinion and one supporting reason.	The student provides an opinion, but does not provide a reason for why he or she feels that way.	The student does not provide an opinion or a supporting reason.

Adapted from <http://rubistar.4teachers.org/index.php>