CAPITALCITY
PUBLIC CHARTER SCHOOL

June 2018

Dear Middle School Families,

We hope you are eagerly anticipating the start of summer! Two full months of fun await in addition to the opportunity to prepare for a successful 2018-2019 school year. It is important that our students maintain momentum in the summer months in order to be ready to hit the ground running in the fall. As such, there are two tasks (one math focused, one humanities focused) for each student to complete to be ready for the rigor of a new grade at Capital City. Students are welcome to handwrite or type the tasks. **Each task is due on the first day of school (August 27th, 2018) to the appropriate teacher** (math task to new math teacher, humanities task to new humanities teacher). We hope that by engaging in these tasks over the summer, students will not lose the skills they have already worked so hard to gain during the school year. We believe that with encouragement, students love learning and get bored without it! The learning targets across the grade levels for each task are as follows:

Humanities Learning Targets:

- I can read a book to enhance my reading skills and prepare me for future reading
- I can synthesize my knowledge of a novel in writing
- I can prepare to actively discuss a novel with my peers

Math Learning Targets:

- I can establish and maintain a growth mindset for math
- I can use numbers flexibly to identify patterns, make mathematical models, and engage in math talk
- I can correct my misunderstandings about what math is

Students will know they have been successful this summer if they can say with confidence that each of the learning target statements for both math and humanities tasks are true. We welcome families to offer support and encouragement to students as needed as they complete each task, while recognizing that the tasks should be reflective of current student ability and often serve as a baseline for teachers as they get to know new students. If questions arise over the summer, feel free to reach out to the teachers listed on each task directly, or contact the administration. We wish you a restful and relaxing summer and are excited to welcome you back in the fall!

Best,

Laina N. Cox
Principal
lcox@ccpcs.org

Katie Pick
Instructional Coach
kpick@ccpcs.org

Nakia Dow
Director of Student Services
ndow@ccpcs.org

CAPITALCITY
PUBLIC CHARTER SCHOOL

Junio 2018

Estimadas Familias de la Escuela Intermedia,

Esperamos que estan listos para empezar el verano! Tendremos dos meses de diversion, pero tambien la oportunidad de preparar para el proximo ana escolar 2018-2019. Es importante que los estudiantes sigan con el mismo impulse para el aprendizaje durante elverano para estar. preparado par un buen inicio este otofio. Par eso, hay dos trabajos (uno de matematicas, y otro de humanidades) que cada estudiante debe hacer para estar preparado par el rigor de un grade nuevo en Capital City. Estudiantes pueden escribir a mana o a maquina. Cada trabajo tiene que ser entregado el primer dia de escuela (27 de agosto, 2018) al maestro apropiado (trabajo de matematicas a su nuevo maestro de matematicas, trabajo de humanidades a su nuevas maestro de humanidades). Esperamos que su estudiante se dedicara a estes trabajos y no perdera los habilidades que han obtenido durante el ana. Creemos que, con apoyo, los estudiantes les encanta el aprendizaje, y se aburren si no aprenden! Los metas de aprendizaje para cada trabajo son:

Metas de Aprendizaje para Humanidades:

- = Puedo leer un libra para mejorar mis capacidades de lectura y preparame para leer en el futuro
- Puedo sintetizar mi conocimiento de un libra en forma escrita.
- Puedo prepararme para discutir un libra con mis compafieros de clase.

Metas de Aprendizaje para Matematicas:

- Puedo establecer y mantener una mentalidad de crecimiento para matematicas.
- Puedo usar los numeros de manera flexible para identificar patrones, crear modelos matematicos, y usar ellenguaje de las matematicas.
- Puedo corregir malentendidos sabre "que son las matematicas?"

Estudiantes sabran que han alcanzado exito este verano si pueden decir con confianza que cada de estas frases de Metas de Aprendizaje para ambas materias (matematicas y humanidades) son verdades. Esperamos que las familias puedan ofrecer apoyo y animo a los estudiantes cuando estan hacienda cada trabajo, reconociendo que los trabajos deben reflejar las habilidades actuales de los estudiantes, y a menudo sirven como un punta de referencia por los maestros cuando estan conociendo a sus estudiantes nuevas. Si tienen preguntas durante el verano, no duden en llamar a los maestros (detalles de contacto estan en cada trabajo) o contacta a la administraci6n. Esperamos que tengan un verano relajante y estamos emocionados darles el bienvenido de nuevo en Septiembre!

Atentamente

Laina N. Cox
Directora de la Escuela Intermedia
lcox@ccpcs.org

Nakia Dow
Directora de Servicios Estudiantes
ndow@ccpcs.org

Katie Pick
Asesora de Instruccion
kpick@ccpcs.org

CAPITALCITY
PUBLIC CHARTER SCHOOL

June 2018

Dear Students,

Are your ready for math next year? This summer you will have two options of math assignments to complete to make sure you are on track for the first day of school!

Option A: Imagine Math (computer access required, **returning CCPCS students only**)-If you choose this option you will complete 5 lessons in the DC Summer Pathway within the Imagine Math program. Your teacher will print a report of your progress on the first day of school. Information on how to access the program through Clever is attached.

*Note: no diagnostic necessary

Option B: Summer Math Journal (no computer access required, **new CCPCS students**)-If you choose this option, you will complete 5 of the pages explained in the Math Journal assignment that is attached. If you completed this assignment in previous summers, be sure to choose 5 pages that you have not already completed. Your teacher will collect your journal on the first day of school.

Additionally, during the 2018-2019 school year, we'll host our first annual Math Bee competition. Be sure to spend some time this summer brushing up on your multiplication facts and fact fluency so you are ready to participate!

I, _____ chose:

_____ **Option A: Imagine Math**

_____ **Option B: Summer Math Journal**

for my summer math assignment to help prepare me for the upcoming school year.

Please return this slip to your math teacher on the first day of school along with a hard copy of the Math Journal if you selected Option B. If you have any questions about the math assignment, please reach out to the following teachers:

Rising 5th Grade: Mr. Forys (jforys@ccpcs.org), Mrs. Villaflor (bvillaflor@ccpcs.org)

Rising 6th Grade: Ms. Clark (sclark@ccpcs.org)

Rising 7th Grade: Mr. Goles (ggoles@ccpcs.org)

Rising 8th Grade: Ms. Miller (lmiller@ccpcs.org)

CAPITALCITY
PUBLIC CHARTER SCHOOL

junio del 2018

Estimado estudiante,

¿Estás listo para las matemáticas del próximo año? ¡Este verano tendrás dos opciones de asignaciones matemáticas para completar y dar por seguro que estás bien encaminado para el primer día de la escuela!

Option A: **Imagine Math** (se requiere acceso a una computadora, **solo estudiantes que regresan**)-Si escoges esta opción, harás una evaluación diagnóstica y 5 lecciones a tu nivel del programa Imagine Math. Tu maestro imprimirá un informe de tu progreso el primer día de la escuela. Se adjunta información sobre cómo acceder al programa.

Opción B: Diario Matemático del Verano (no se requiere acceso a una computadora, **nuevos estudiantes**) no computer access required)- Si escoges esta opción, harás 5 de las páginas que se explica la asignación del Diario Matemático adjunta a esta carta. Si hiciste esta asignación en los veranos anteriores, asegúrate que escoges 5 páginas que no ya has completado. Tu maestro recogerá tu diario el primer día de la escuela.

Además, durante el año escolar 2018-2019, organizaremos nuestra primera competencia anual Math Bee. ¡Asegúrate de pasar algún tiempo este verano revisando tus tablas de multiplicación y tu fluidez para que estés listo para participar!

Yo, _____ escojo:

_____ **Opción A: Imagine Math**

_____ **Opción B: Diario Matemático del Verano**

como mi asignación del verano para ayudarme a preparar para el próximo año escolar:

Por favor, entrega esta carta a tu maestro de matemáticas el primer día de la escuela junto como tu copia del Diario Matemático si escogiste Opción B. Si tiene alguna pregunta sobre la asignación matemática, por favor, ponte en contacto con los maestros de abajo:

Estudiantes que ingresan al 5° grado: Sr. Forys (jforys@ccpcs.org), Sra. Villaflor (bvillaflor@ccpcs.org)

Estudiantes que ingresan al 6° grado: Sra.. Clark (sclark@ccpcs.org)

Estudiantes que ingresan al 7° grado: Sr. Goles (ggoles@ccpcs.org)

Estudiantes que ingresan al 8° grado: Sra. Miller (lmiller@ccpcs.org)

Clever

Student Login Guide

Your district uses Clever to sync with many of the learning programs you use in the classroom.

What is Clever?

Clever is a platform that makes it easier to use classroom technology. Clever allows students to go to one website to access many of the tools they need for school. You don't have to remember links to many sites.

Instant Login

Instant Login lets students log into multiple applications without having to enter different usernames and passwords for each one.

To log in with Clever:

1. Go to the Capital City PCS portal: https://clever.com/in/ccpcs

2. Choose the option  Log in with Google

3. Enter your login information:

Student username: username.student@ccpcs.org (example = thaliarivera.student@ccpcs.org)

Student password: initials + graduation year + go (example= tr2016go)

Contact your homeroom teacher if you have reset your Gmail password.



Para preguntas en Español pueden llamar a la Sra. Ramirez al 202-808-9728

Clever

Check out **clever.com/in/help** to learn more about Clever.

If you have questions, ask your teacher or contact Chip Chase, Director of Library Services & Technology Integration, schase@ccpcs.org

Summer Math Journal Cover

By:

Math Journal Table of Contents

Journal Entry Question #	Page #

Name: _____

Summer Math Journal Project

For your math homework for this summer vacation, you will be creating a **math journal** in which you will answer math related questions. From the below list you will **chose 5 journal topics out of 20** to answer using words and pictures. *Your journal will be recorded as a Habits of Scholars grade and submitted to your new math teacher on the first day of school.*

Using the blank pages provided, you will use at least one page per journal entry to write a detailed answer.

1. **Cover**: Please make sure that your cover has your name, a title, and some sort of math related drawing.
2. **Table of Contents:** The first page inside your journal should be the table of contents in which you list your journal entries and the page that they are on. (You must number each page in your journal)
3. **Inside of the journal:** At the top of each page, you should have your journal question written out. Below that, you should have a detailed answer (which is at LEAST one page long) to the journal question and a drawing relating to that journal question.

From the list below, **choose 5 out of 20 questions** that you would like to answer:

1. Write a humorous paragraph describing what it would be like to live in a world without numbers.
2. Create a money system the students in your grade could use. What items will be valuable? What will each item be worth? Explain why you think all countries should or should not have the same money system.
3. If zero represents "nothing" why is this numeral so important?
4. How could you calculate the number of minutes you have been alive? (You do not have to do the actual calculation, just describe the steps you would take to do it)
5. List as many examples as you can of ways you use fractions in your daily life?
6. Imagine you are a news anchor person. Write the lead story for the evening news in the city of Arithmetown, where everything that happens involves math.
7. Write an advertisement that would attract new students to join our math class. Be sure to make the class sound exciting and useful.
8. Imagine you have just walked into a local department store. Describe all the ways you might use numbers while you are shopping there.
9. Choose any profession and tell how a person in that profession might use math each day.
10. Write a paragraph describing how our lives would be different if we didn't have any round objects. Be creative.
11. Plan a class field trip to the moon. Describe all the things that would need to be done prior to taking the trip. Be sure to write the steps in order.
12. Think of a business you might like to own someday. Write a paragraph telling what things you would have to estimate before opening your business. Describe how you would come up with these estimates.
13. What is meant by "mental math"? Discuss where and how you use mental math other than in math class.
14. Albert Einstein was a genius, but he received poor math grades in school. Do you think students should be graded on their schoolwork or not? Defend your argument.
15. Using math terms and their definitions, create a crossword puzzle with at least ten clues.

16. Imagine you are opening a store that sells only math-related items. Write an ad for your store.
17. If you could invent a new machine for use in schools, what would it be? Describe its function, size, price, etc. Give as many details as you can.
18. Write a word problem about your favorite summer activity. Include some information that is unnecessary for solving the problem.
19. Write a letter to eventually give to your grandchildren. In it, explain what you use a computer for. How do you think computer use will be different for them?
20. Imagine you have just walked into a baseball stadium to see your favorite team play. Describe how you might use numbers while you are there.

Name _____

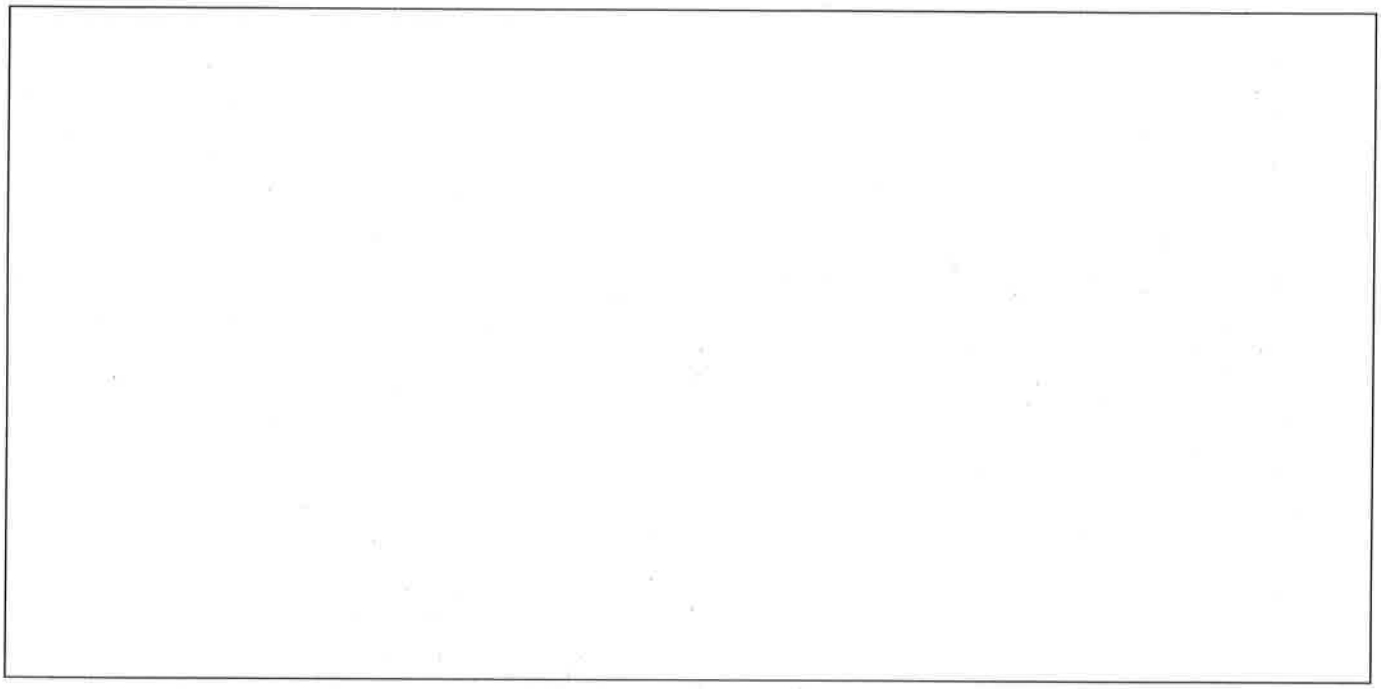
Math Journal Entry

Prompt # _____

Question: _____

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Name _____

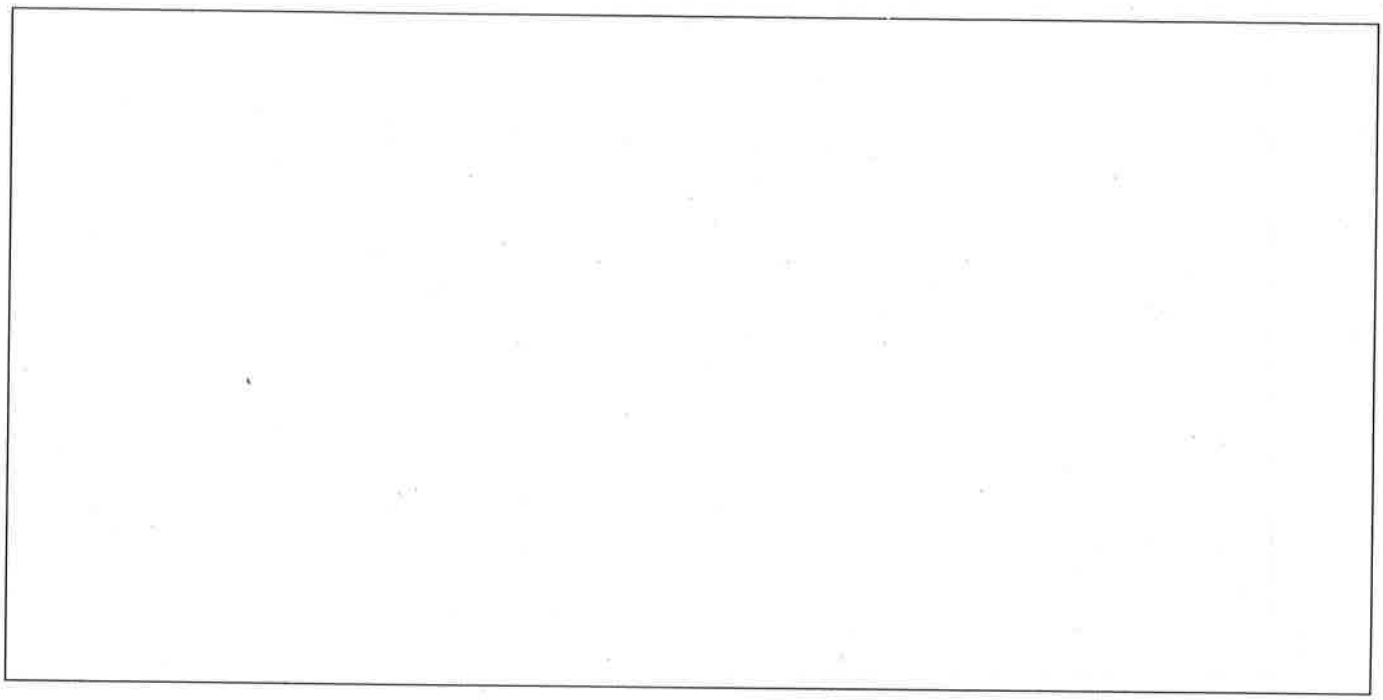
Math Journal Entry

Prompt # _____

Question: _____

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Name _____

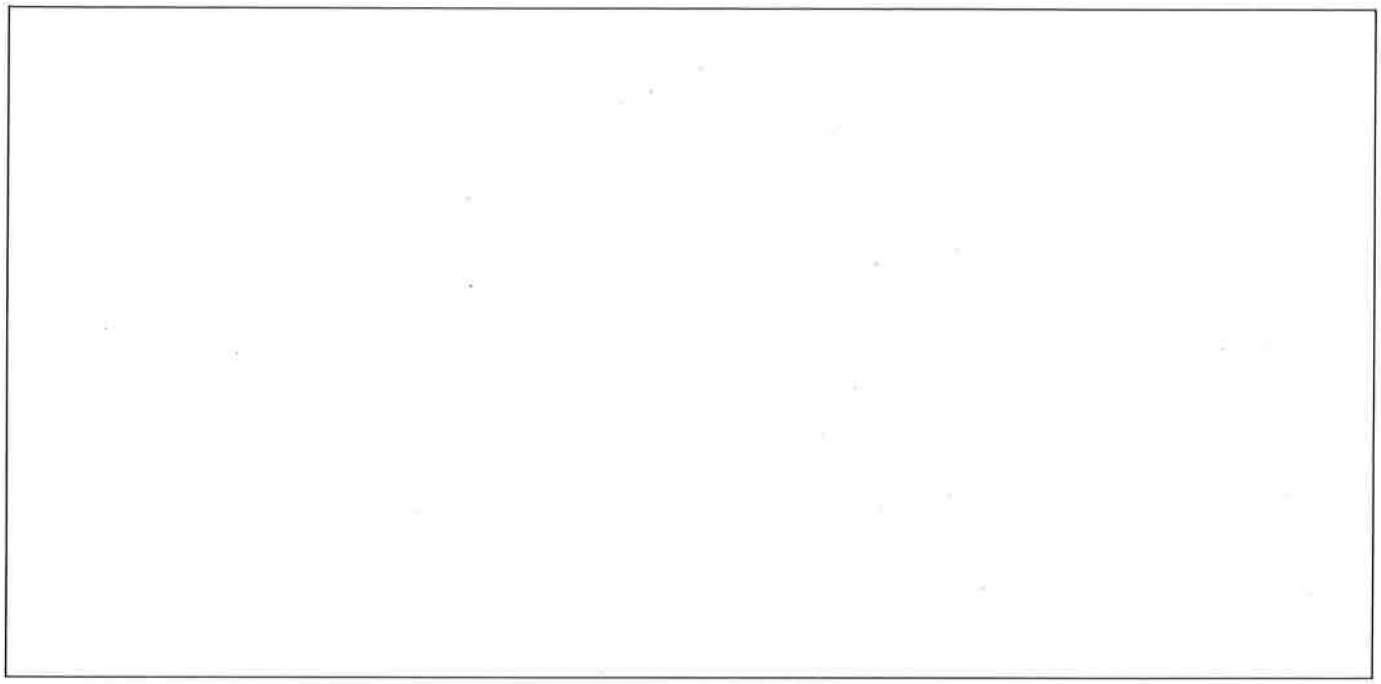
Math Journal Entry

Prompt # _____

Question: _____

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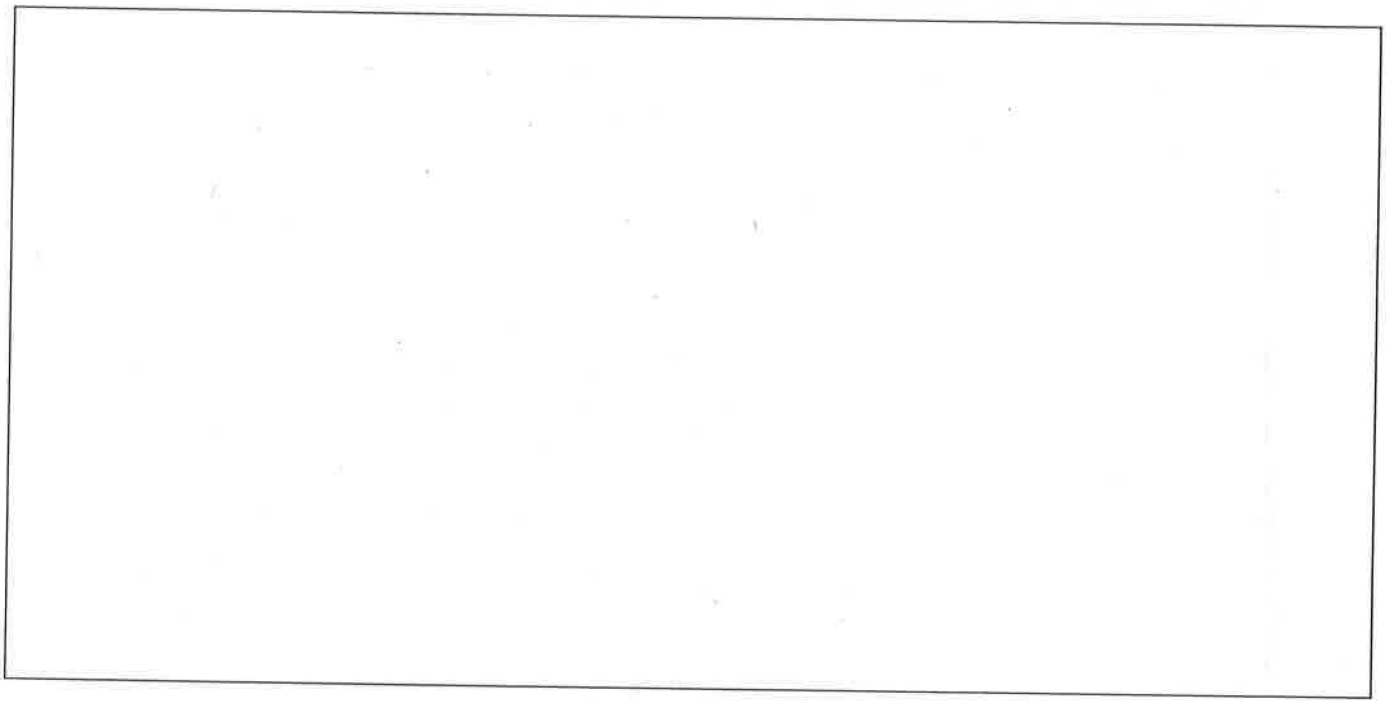
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Name _____

Math Journal Entry

Prompt # _____

Question: _____



Name _____

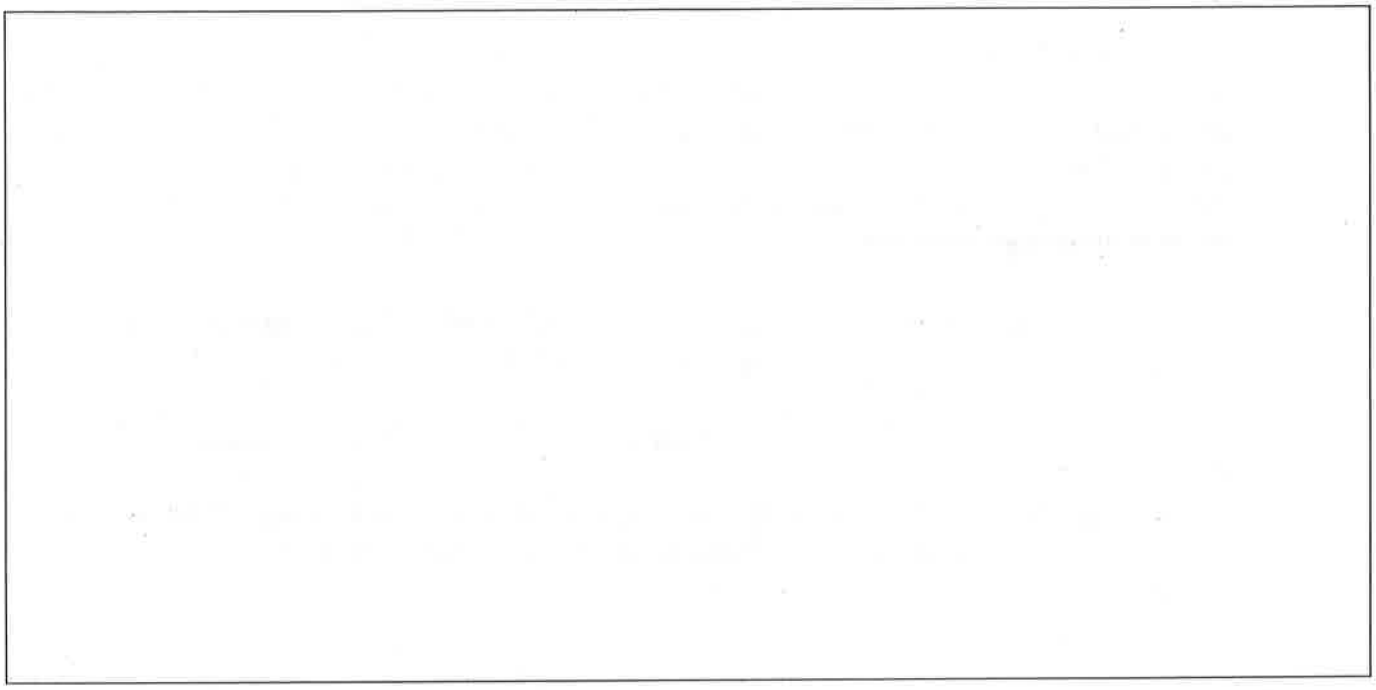
Math Journal Entry

Prompt # _____

Question: _____

_____

_____



CAPITALCITY
PUBLIC CHARTER SCHOOL

Rising 5th Grade Summer Reading: Summer, 2018

Hello new 5th Graders!

Are you ready for 5th grade? This summer, you will be required to read one book and complete one writing assignment for your class next year. The assignment **must** be completed by the first day of school. The assignment is listed and described below. If you need any help, please feel free to email Ms. Cole at scole@ccpcs.org or Ms. Hall at ahall@ccpcs.org.

Step 1: Read a book of your choice from the attached list (audiobooks are also available as needed)

Step 2: Review the essay assignment below along with the attached rubric.

Step 3: Complete the assignment. Use planning strategies and a rough draft to help you create a polished final draft to submit for a grade.

Assignment: Opinion/Point of View Essay **Will be graded on Habits of Scholars for class**
Use the attached rubric to write a 3-paragraph essay that explains your opinion on whether or not this book would be good to read in school. In your essay please do the following: - **Summarize the book** and **make a claim** as to why this book would be GOOD to read in school or NOT GOOD to read in school. (intro paragraph 1) - Give two reasons and evidence two support your claim (body paragraphs 1-2) - Restate your main claim and points (conclusion)

Rising 5th Grade Summer Reading List: Summer, 2018

Please choose a book from the list below to use for your summer reading assignment.

- Anderson, John David **Sidekicked**: A hilarious, action-packed superhero story for any fan of comics.
- Anderson, M.T **Whales on Stilts:** Lily Gefelty goes to work with her dad on Career Day and uncovers a nefarious plot of blue whales with laser-beam eyes that plan to take over the world.
- Applegate, Katherine **The One and Only Ivan**: When Ivan, a gorilla who has lived for years in a down-and-out circus-themed mall, meets Ruby, a baby elephant that has been added to the mall, he decides that he must find her a better life.
- Avi **Something Upstairs**: Kenny's bedroom is haunted by the ghost of a teenage slave named Caleb.
- Avi **The Fighting Ground**: Thirteen-year-old Jonathan goes off to fight in the Revolutionary War and discovers the real war is being fought within himself. This swiftly paced adventure story of a battle-within-a-battle is told by Avi in stark detail, with vivid historical settings and breathtaking action.
- Baillett, Blue **Hold Fast**: A story of a girl who falls into Chicago's shelter system, and from there must solve the mystery of her father's strange disappearance.
- Barber, Tiki & Ronde **Red Zone**: A middle school football team tries to win the championship in spite of a bout with chicken pox.
- Baum, Frank **The Wonderful Wizard of Oz**: Curious characters follow the Yellow Brick Road in search of the Wizard.
- Bond, Victoria **Zora and Me:** An imagining of Zora Neale Hurston's middle school years.
- Bridges, Ruby **Through My Eyes:** The story of the first black student at the all white William Frantz Public School in New Orleans.
- Buyea, Rob **Because of Mr. Terupt**: Month by month seven fifth graders tell how a first year teacher and snow changed their lives.
- Choldenko, Gennifer **Al Capone Does My Shirts:** Twelve year old Moose adjusts to moving to Alcatraz with his prison guard father.
- Cinami, Carolyn **A Black Hole is Not A Hole:** A kid-friendly introduction to black holes and all things astronomy.
- Clements, Andrew **A Week in The Woods:** Mark temporarily moves to a new rural school in New Hampshire and discovers the natural world for the first time.
- Clements, Andrew **Frindle**: When he decides to turn his fifth grade teacher's love of the dictionary around on her, clever Nick Allen invents a new word and begins a chain of events that quickly moves beyond his control.
- Colbert, Jan **Dear Dr. King: Letters from Today's Children:** A compilation of

letters to Dr. King from students in modern day Memphis.

- Davis, Jacqueline **Lemonade War:** Evan and his younger sister Jessie compete to raise the most money from their lemonade stands.
- Edwards, Julie **The Last of the Really Great Whangdoodles**: The Potter Children and an eccentric professor travel to Whangdoodleland in search of a creature nearing extinction.
- Fleischman, Sid **Escape: The Story of the Great Houdini**: A biography of the magician, ghost chaser, aviator, and king of escape artists whose amazing feats are remembered long after his death in 1926.
- Funke, Cornelia **Inkheart**: Meggies' father, Mo, brings characters to life as he reads aloud.
- Gaiman, Neil **Coraline:** Coraline discovers a hidden door with a bricked up wall behind it and begins to explore.
- Gutman, Dan **The Homework Machine:** Read the testimony of four fifth graders in big trouble with the law, which started after one of them programmed his computer to complete all his homework.
- Hughes, Shirley **Hero on a Bicycle:** The story of Paolo, a young boy in Nazi occupied Florence, Italy.
- Janeczko, Paul **A Foot in The Mouth:** A collection of tongue twisters, rhymes, and poems that are begging to be read aloud.
- Kehret, Peg **Small Steps: The Year I Got Polio**: The author describes her battle against polio when she was thirteen and her efforts to overcome its debilitating effects.
- Konigsburg, E.L. **The View from Saturday**: Four students, with their own individual stories, develop a special bond and attract the attention of their teacher, a paraplegic, who chooses them to represent their sixth-grade class in the Academic Bowl competition.
- Lord, Cynthia **Half a Chance:** Daughter of a photographer, Lucy, spends the summer working to win a photography competition.
- Lowry, Lois **The Birthday Ball**: Princess Patricia Priscilla wants no part of her sixteenth birthday ball.
- Lowry, Lois **The Willoughbys:** The four Willoughby children set out to become "deserving orphans" after their neglectful parents embark on a treacherous around the world adventure, leaving them in the care of an odious nanny.
- Lupica, Mike **Heat**: Talented pitcher, Michael, deals with the repercussions of his family's escape from Cuba.
- Maddox, Jake **Sports Stories:** Series of books focused on athletes participating in a wide range of sports.
- Mead, Alice **Junebug:** Living in the Auburn Street Projects, Junebug avoids turning ten, concerned about the expectations of boys of that age in his neighborhood.
- Naylor, Phyllis **Shiloh:** Marty befriends a troubled young beagle and tries to protect him from his abusive owner.
- Nelson, Kadir **We Are the Ship: The Story of Negro League Baseball**:

Explores the history of Negro League baseball teams, discussing owners, players, hardships, wins, and losses.

- Paterson, Katherine **Bridge to Terabithia**: Best friends Jess and Leslie create an enchanted land called Terabithia and confront grief for the first time.
- Peirce, Lincoln **Big Nate:** Nate is 11 years old, four and a half feet tall, and the record holder for detentions, but he knows he is ready for greatness!
- Pennypacker, Sara **Clementine**: Clementine is having a disastrous week, spending much time in the principal's office!
- Polacco, Patricia **Pink and Say:** A story of interracial friendship set during the Civil War.
- Ray, Deborah **Down the Colorado-John Wesley Powell, the One-Armed Explorer**: Chronicles the experiences of John Wesley Powell, who led the first expedition down the Colorado River and through the Grand Canyon
- Ringwald, Whitaker **The Secret Box:** A mysterious gift appears on Jax's 12th birthday, leading to adventure and exploration!
- Scieszka, Jon **Math Curse**: A picture book filled with logic puzzles and math problems.
- Selznick, Brian **Wonderstruck**: Relates the stories of twelve-year-old Ben, who loses his mother and hearing in a short time frame and Rose, who lives with her father, but feels compelled to search for what is missing in her life.
- Sutherland, Tui T. & Kari H. **The Menagerie**: A fantasy novel filled with unicorns, dragons, phoenixes, and other fairy tale creatures.
- Trine, Greg **The Curse of the Bologna Sandwich:** Melvin the superhero has a weakness for bologna.
- Urban, Linda **A Crooked Kind of Perfect**: Ten-year-old Zoe Elias, who longs to play the piano but must resign herself to learning the organ, instead, finds that her musicianship has a positive impact on her workaholic mother, her jittery father, and her school social life.
- Woodford, Chris **Cool Stuff and How It Works**: Learn about today's most innovative inventions and the possibilities for the future.

Novel Essay Rising 5th: I can write an opinion piece on a text supporting my point of view with reasons & information.

Writing Traits	4	3	2	1
		IDEAS		
- Point of view/opinion stated - 2 reasons to support your point of view/opinion - Support with evidence	- Point of view/opinion clearly stated. Answers the prompt - 2 reasons clearly support the point of view/opinion - Reasons are supported by most relevant evidence	- Point of view/opinion stated. Answers the prompt. - 2 reasons support the point of view - Reasons are supported by evidence	- Point of view/opinion is stated but unclear. Somewhat answers the prompt - 2 reasons are stated but it is unclear how they support the opinion/point of view - At least one reason is supported, or reason may not be supported effectively	- Point of view/opinion is not connected to the theme stated in the prompt - Reasons to support point of view are not clearly stated. - No reason is supported effectively with evidence from the text
		ORGANIZATION		
- Paragraph structure - Introduction and conclusion	- Organized into well-written paragraphs which explain each reason - Each paragraph includes an especially appealing topic sentence that explains the reasons and connects back to the point of view/opinion - Introduction summarizes book and presents point of view/opinion - Conclusion re-words opinion in an original way, connects to bigger ideas.	- Organized into paragraphs which explain point of view/opinion - Each paragraph includes a topic sentence that explains reasoning and connects back to the opinion/point of view - Introduction summarizes book and presents opinion/point of view - Conclusion re-words claim in an original way.	- Organized into paragraphs that *somewhat* explain each reason, but are unclear at times - Includes a topic sentence that somewhat explains reasoning and somewhat connects back to the opinion/point of view - Introduction attempts to introduce book and tries to express a point of view/opinion but it unclear. - Conclusion somewhat restates point of view/opinion, but does not reword.	- Not clearly organized into paragraphs to explain each reason, reasons are hard to follow - Missing topic sentences - No clear introduction or claim - No conclusion
		VOICE		
- Writing has purpose and personality.	- Writing reflects the purpose of the proposal, to persuade the reader that the book should or should not be used in school.	-Writing mostly reflects the purpose of the proposal, to persuade the reader that the book should or should not be used in school.	- Writing tries to reflect the purpose of the proposal, to persuade the reader that the book should or should not be used in school.	- No sense of purpose or audience in writing.
		Word Choice		
- Uses proper vocabulary and variety of words.	- Uses a wide variety of words and vocabulary appropriately.	- Uses a variety of words and vocabulary appropriately most of the time	- Words are somewhat repetitive and vocabulary is used appropriately most of the time.	- Words are repetitive without appropriate vocabulary.
		Sentence Fluency		
- Sentences flow with variety	- Sentences have variety and flow.	- Sentences have some variety and flow well	- Sentences have little variety and some flow.	- No clear sentences. Many run-ons
		Conventions		
- Grammar, Capitalization, Punctuation	- Very few errors in conventions.	- Few errors in conventions	- Some errors in conventions but does not distract from meaning.	- Errors in conventions make it hard to follow.

Total = _____

FOR TEACHER BASELINE
(not graded)

5th Grade Humanities
Capital City Public Charter School, 2018-2019

Name: _____ Date: _____

Rising 5th Novel Essay RUBRIC: I can use **Habits of Scholars** to help me successfully read a novel and write an opinion essay over the summer.

	4	3	2	1
Habits of Scholars Traits	**Exceeds Expectations**	**Meets Expectations**	**Approaches Expectations**	**Does Not Meet Expectations**
ACCOUNTABLE				
I can take responsibility for what I do by focusing on my learning and staying on task. *Self-assessment completed by student*	I work on this the first days/weeks after school lets out to make sure this assignment gets done. Then I can forget about it and enjoy the summer! When I work, I'm dedicated. I pass up other activities to finish my work goal I've set for the day.	I get this assignment done sometime over the summer. When I work, I'm dedicated. I don't multi-task.	I stay up the night before this assignment is due, cramming, but I get it done. I admit, I can be distracted from my work, but I still come back to it.	I forget to do the assignment. I put doing the assignment off until it's too late. I blow off the assignment.
REVISION & CRITIQUE				
I can edit my work to produce a work of quality. *Graded by teacher*	I read my work over silently, out loud, and to an adult in order to catch my mistakes. After making corrections, I reread again out loud to catch anything I missed and make final corrections. I submit at least a draft and a final version of my writing. There are clear revisions evident between the draft and the final.	I read my work over silently and out loud to catch mistakes. After making corrections, I reread again to make sure everything is correct. I submit a draft and a final.	I check my work over and make some corrections. I don't bother to reread after making corrections. It's good enough! I only submit one draft, though it may have been corrected.	I write the essay and don't check it over for errors.
QUALITY				
I can produce work that is neat, accurate, and thorough. *Graded by teacher*	I think about what extras could enhance my presentation without buying anything extra: draw an illustration? Make a cover page? Focus on the font? I include these in my final submission.	I write clearly and my report is unwrinkled. I answer the entire prompt, and exactly what the prompt asks for.	My work is pretty legible, and I bet the teacher won't notice a wrinkle or torn page.	Can't read my handwriting. Torn, crumpled, wet, stained, and/or holey pages.
TIMELY				
I can come to class on the first day of school with my essay complete. *Graded by teacher*	I bring my work into my pre-beginning-of-school conference with my crew leader.	August 28th: Good morning, teacher. Here's my essay!	Um...can I have my essay to you by the end of the day, teacher? Or maybe the end of the week?	I do not turn in work.

Total = _____

GRADED