

**Figure 2.3 Comparative Self-Assessment for Informational Writing in Sixth Grade**

Title and Date of First Essay	Title and Date of Second Essay
<b>Organization/Purpose</b>	
Topic is introduced clearly to preview what is to follow 4                    3                    2                    1	Topic is introduced clearly to preview what is to follow 4                    3                    2                    1
Ideas and concepts are organized using definition, classification, or compare/contrast 4                    3                    2                    1	Ideas and concepts are organized using definition, classification, or compare/contrast 4                    3                    2                    1
Transitions create cohesion and show relationships among ideas 4                    3                    2                    1	Transitions create cohesion and show relationships among ideas 4                    3                    2                    1
A concluding statement supports the explanation given 4                    3                    2                    1	A concluding statement supports the explanation given 4                    3                    2                    1
Task, purpose, and audience are aligned to prompt 4                    3                    2                    1	Task, purpose, and audience are aligned to prompt 4                    3                    2                    1
<b>Evidence/Elaboration</b>	
Topic is developed with relevant facts, definitions, details, and examples 4                    3                    2                    1	Topic is developed with relevant facts, definitions, details, and examples 4                    3                    2                    1
Follows a standard format for citations 4                    3                    2                    1	Follows a standard format for citations 4                    3                    2                    1
Skillfully quotes and paraphrases 4                    3                    2                    1	Skillfully quotes and paraphrases 4                    3                    2                    1
Uses relevant information from multiple sources 4                    3                    2                    1	Uses relevant information from multiple sources 4                    3                    2                    1
Effective and appropriate style enhances content 4                    3                    2                    1	Effective and appropriate style enhances content 4                    3                    2                    1
<b>Conventions</b>	
Demonstrates grade-level grammar, usage, and conventions 4                    3                    2                    1	Demonstrates grade-level grammar, usage, and conventions 4                    3                    2                    1

Source: Fisher, Frey, Bustamante, and Hattie (2021).

Retrieved from the companion website for *Teaching Students to Drive Their Learning: A Playbook on Engagement and Self-Regulation, K–12* by Douglas Fisher, Nancy Frey, Sarah Ortega, and John Hattie. Thousand Oaks, CA: Corwin, www.corwin.com. Reproduction authorized for educational use by educators, local school sites, and/or noncommercial or nonprofit entities that have purchased the book.