Bookworm Burrows Pedagogical Rubric*

47 skills · 188 level descriptions · 8 groups. Agree which rows this task assesses. The whole bank is available across tasks.
Mark the evidence. Highlight supported phrases. Circle a rating for each selected row. Explain mixed evidence. Underline a next step.
Task / subject / demand **Name / date** **Chosen codes / support**

SKILL	1 · EMERGING	2 · DEVELOPING	3 · SECURE	4 · ACCOMPLISHED	GAME USE
Q · INVESTIGATE Write from clues and checked sources. Q6 needs a gap to investigate. **R2 pp. 5-6**					
Q1 Frame a useful question	**1** Names a topic; **question stays unclear.**	**2** Useful question; **scope or terms need clarity.**	**3 Clear, answerable question** fits the task.	**4** Precise question **focuses inquiry on what matters.**	**INT PER**
Q2 Plan an investigation	**1** Steps **cannot adequately answer** the question.	**2** Useful steps **leave an important inquiry gap.**	**3** Workable steps **can gather the needed evidence.**	**4** Key steps fit; **likely weaknesses are addressed.**	**INT PER WIS**
Q3 Observe and record clues	**1** Key observations are **inaccurate or missing.**	**2** Useful observations; **relevance or precision varies.**	**3** Relevant observations **meet the required precision.**	**4** Records key detail and variation **precisely and consistently.**	**PER**
Q4 Check information	**1** Accepts information using **irrelevant or misleading checks.**	**2** Useful check **misses a reliability problem.**	**3** Checks establish **suitability and reliability.**	**4** Shows what checks establish **and their limits.**	**INT WIS**
Q5 Keep an evidence trail	**1** Sources or methods **cannot be traced.**	**2** Some records exist; **key links remain unclear.**	**3** Others can **trace evidence and methods.**	**4** Distinguishes **sources, observations and own additions.**	**INT**
Q6 Investigate a gap	**1** Extra information **misses the identified gap.**	**2** Recognizes the gap; **investigates only part.**	**3** Finds information **directly addressing the gap.**	**4** Targets the gap; **checks whether it is resolved.**	**INT PER**
M · INTERPRET AND MODEL Distinguish source facts, accepted world rules and invention. M6 needs a new context. **R2 pp. 7-8**					
M1 Use source and world knowledge	**1** Uses key knowledge **inaccurately.**	**2** Some accuracy; **important misconception remains.**	**3** Uses required subject knowledge **accurately.**	**4** Precise knowledge retains **key distinctions and limits.**	**INT WIS**
M2 Explain relationships	**1** Parts or relationships **misrepresent the material.**	**2** Identifies a link; **how it works stays unclear.**	**3 Accurately explains** relevant relationships.	**4** Relationships **account for the pattern or outcome.**	**INT**
M3 Interpret in context	**1** Interpretation **ignores or misuses context.**	**2** Links context to meaning; **key links stay unclear.**	**3** Context supports a **consistent interpretation.**	**4** Context **refines or deepens** the interpretation.	**INT WIS EMP**
M4 Represent or model	**1** Representation **distorts a key relationship.**	**2** Some links accurate; **key feature stays unclear.**	**3** Represents relevant links **accurately for its purpose.**	**4** Accurate representation; **necessary simplifications clear.**	**INT DEX PER**
M5 Connect and synthesize	**1** Puts contributions together **without meaningful links.**	**2** Links contributions; **combined meaning stays unclear.**	**3** Connects contributions into **a consistent whole.**	**4** Shows **each contribution and what combining reveals.**	**INT ING**
M6 Adapt to a new context	**1** Transfer **misrepresents the idea.**	**2** Transfer **overlooks a key contextual difference.**	**3 Accurately adapts** the idea to the new context.	**4** Explains **why it fits and what depends on context.**	**INT ING WIS**
J · EXPLAIN AND JUDGE Explain the grounds of a choice. J4 needs an alternative to consider. **R2 pp. 9-10**					
J1 State a clear claim	**1** Claim is **too unclear to examine.**	**2** Claim can be examined but is **unclear or too broad.**	**3** Clear claim **fits the question and its scope.**	**4** Clear claim includes **necessary limits and conditions.**	**INT WIS**
J2 Connect evidence to conclusions	**1** Details **do not establish the conclusion.**	**2** Relevant evidence; **reasoning link unexplained.**	**3** Explains **how evidence supports the conclusion.**	**4** Explains the **reasoning chain**, supporting each key step.	**INT WIS PER**
J3 Judge using criteria	**1** Criteria are **unrelated to the purpose.**	**2** Suitable criteria used **unclearly or inconsistently.**	**3** Suitable criteria **consistently guide judgment.**	**4** Explains **why criteria fit and determine judgment.**	**WIS**
J4 Consider alternatives	**1 Dismisses or misrepresents** the alternative.	**2** Plausible alternative; **response is incomplete.**	**3** Relevant reasons **address a plausible alternative.**	**4** Answers its **strongest point**; shows what follows.	**WIS EMP CHA**
J5 Match certainty to evidence	**1** Certainty or reach **exceeds the evidence.**	**2** Names uncertainty; **effect on conclusion unclear.**	**3** Certainty and scope **fit the evidence.**	**4** Separates **established, conditional and unresolved.**	**INT WIS PER ATT**
J6 Explain consequences	**1** Claims effects **without a plausible explanation.**	**2** Names effects; **key connections unexplained.**	**3** Explains plausible effects **and who or what they affect.**	**4** Traces effects; **separates support from speculation.**	**WIS RES EMP**
D · IMAGINE AND DESIGN Develop what imagined features do together. Fiction follows its accepted rules. **R2 pp. 11-12**					
D1 Define the purpose	**1** Intention is **too vague to guide the design.**	**2** Purpose identified; **intended result partly unclear.**	**3** Purpose and intended result **guide the design.**	**4** Clear intention **guides key choices throughout.**	**ING**
D2 Generate possibilities	**1** Options **repeat one idea or miss the purpose.**	**2** Useful variation; **little difference in how it works.**	**3 Meaningfully different options** fit the purpose.	**4** Explores **how distinct approaches work** toward the purpose.	**ING WIS**
D3 Transform and combine	**1** Collects borrowed features **without meaningful change.**	**2** Changes features; **new contribution partly developed.**	**3** Transformed influences form **a connected, new idea.**	**4** Changes interact to form a **distinctive, purposeful idea.**	**ING ATT**
D4 Connect the parts coherently	**1** Connections **contradict the work's own rules.**	**2** Meaningful links; **key consequences undeveloped.**	**3** Links and consequences **fit the work's own rules.**	**4** Developed links and key details **strengthen the whole.**	**ALL**
D5 Work within constraints	**1** Idea **ignores a required constraint.**	**2** Some constraints met; **important mismatch remains.**	**3** Choices **meet the stated constraints.**	**4** Constraints **shape choices**; compromises explained.	**ALL**
D6 Make the idea examinable	**1** Idea **too unclear to examine or develop.**	**2** Useful features; **key decisions remain unclear.**	**3** Enough detail to **examine how the idea works.**	**4** Precise links let others **examine key choices.**	**ALL**
P · MAKE AND PERFORM Judge the student's writing process or product here. P6 needs changed conditions. **R2 pp. 13-14**					
P1 Choose writing tools or techniques	**1** Tools or techniques **poorly fit the operation.**	**2** Workable approach; **important mismatch remains.**	**3** Tools suit **the operation and conditions.**	**4** Close fit to **materials, control and conditions.**	**TARGET**
P2 Execute the taught operation	**1** Errors **prevent the essential operation.**	**2** Some accurate steps; **key inconsistencies remain.**	**3** Required task meets the **agreed accuracy standard.**	**4** Demanding parts show **consistent precision and control.**	**TARGET**
P3 Control writing craft	**1** Limited technical control **obstructs the work.**	**2** Some control; **repeated lapses affect the work.**	**3** Technique **meets the stated standard.**	**4** Sustains control of **the fine details agreed for this task.**	**TARGET**
P4 Meet the text's requirements	**1** Result **fails its essential function.**	**2** Partly works; **misses an important requirement.**	**3** Result **does what the task requires.**	**4** Works **reliably and precisely in specified conditions.**	**TARGET**
P5 Use resources responsibly	**1** Practice **breaches a relevant safeguard.**	**2** Some safeguards; **identifiable risk unmanaged.**	**3** Applies required safeguards **appropriately.**	**4 Precise safeguards**; explains fit if assessed.	**NONE**
P6 Adapt writing technique	**1** Technique **no longer fits changed conditions.**	**2** Partly adjusts; **loses important control.**	**3** Adjusts technique **to suit the specified change.**	**4** Adjusts precisely; **retains essential control.**	**TARGET**
E · EXPRESS AND MEDIATE Make the intended meaning usable. E6 needs an observed audience need. **R2 pp. 15-16**					
E1 Fit purpose and audience	**1** Content or form **obstructs the message.**	**2** Partial audience fit; **important mismatch remains.**	**3** Content and form **fit purpose and audience.**	**4** Close audience fit; **sustains purpose throughout.**	**CHA EMP**
E2 Organize for meaning	**1** Structure **makes key relationships hard to follow.**	**2** Main sequence clear; **key connections unclear.**	**3** Structure makes relevant links **easy to follow.**	**4 Emphasis and connections** guide intended meaning.	**ALL**
E3 Choose expressive details	**1** Details **obscure or miss the intended effect.**	**2** Some useful details; **key choices stay imprecise.**	**3** Details **produce the intended meaning or effect.**	**4** Details work together for **a sustained, distinct effect.**	**ALL**
E4 Use the medium	**1** Medium choices **obscure essential meaning.**	**2** Some features work; **results stay inconsistent.**	**3** Medium features **support intended meaning.**	**4** Combines features to **strengthen intended effect.**	**TARGET**
E5 Make meaning accessible	**1** Re-expression **loses or distorts key meaning.**	**2** Some access; **key barriers or distortions remain.**	**3** Makes meaning accessible; **keeps essential content.**	**4** Adapts to recipient; **keeps nuances and conditions.**	**CHA EMP INT**
E6 Clarify for the audience	**1** Response **misses the communication problem.**	**2** Useful clarification; **only part of problem addressed.**	**3** Clarifies for **the observed audience need.**	**4** Targets confusion; **checks what was resolved.**	**CHA EMP**
C · COORDINATE AND CONTRIBUTE Assess each student's contribution. Character agreement is never a scoring requirement. **R2 pp. 17-18**					
C1 Respond to others	**1** Response **misses the other person's key point.**	**2** Takes up part; **misses an important point.**	**3** Responds **accurately to the relevant contribution.**	**4** Accurate response **keeps important distinctions.**	**CHA EMP**
C2 Build shared understanding	**1** Account **obscures how contributions relate.**	**2** Links contributions; **key difference stays unclear.**	**3** Clarifies how contributions **relate to the shared task.**	**4** Precise relationships **advance shared understanding.**	**CHA EMP WIS**
C3 Coordinate contributions	**1** Action **does not fulfil the agreed contribution.**	**2** Partial contribution; **coordination gap remains.**	**3** Fulfils contribution **in line with agreed work.**	**4** Coordinates with **dependent tasks and key decisions.**	**TARGET**
C4 Use feedback or disagreement	**1** Response **misses the substance of the issue.**	**2** Addresses some substance; **key reasons unclear.**	**3** Reasoned response **addresses issue; allows exchange.**	**4** Explains **agreement, revision or continued difference.**	**TARGET**
C5 Credit work and follow permissions	**1 Misattributes work or breaches a permission.**	**2** Gives credit; **attribution or permission gaps remain.**	**3 Accurate credit; follows applicable sharing rules.**	**4** Makes **origins, contributions and sharing limits clear.**	**NONE**
R · MONITOR AND IMPROVE Keep drafts or process evidence. A revision may help, change nothing or make matters worse. **R2 pp. 19-20**					
R1 Set a checkable goal	**1** Goal **cannot guide a relevant progress check.**	**2** Useful goal; **success conditions partly unclear.**	**3** Specific goal; **usable evidence of progress.**	**4** Defines **exact improvement and evidence needed.**	**TARGET**
R2 Check work against criteria	**1** Checks **do not show progress toward the goal.**	**2** Useful check **misses an important mismatch.**	**3** Checks the criteria and **identifies the current fit.**	**4** Distinguishes **key mismatches from trivial differences.**	**TARGET**
R3 Locate or explain a problem	**1** Identifies a problem or cause **without evidence.**	**2** Locates problem; **diagnosis partly supported.**	**3** Evidence **locates problem** or **explains cause.**	**4** Precise diagnosis **avoids unsupported assumptions.**	**TARGET**
R4 Revise deliberately	**1** Change **does not address the identified problem.**	**2** Change **addresses only part of the problem.**	**3** Purposeful change **addresses the identified problem.**	**4** Addresses problem; **preserves what works.**	**TARGET**
R5 Evaluate the change	**1** Claims gains **without a relevant comparison.**	**2** Relevant comparison **partly establishes the effect.**	**3** Before/after check **establishes the change's effect.**	**4** Separates **better, unchanged, worse and uncertain.**	**TARGET**
R6 Carry learning forward	**1** Next step **disconnected from experience.**	**2** Useful lesson; **next action or fit unclear.**	**3** Uses experience evidence to **choose a usable next step.**	**4** Clear next-step principle; **explains when it applies.**	**TARGET**

CONTENT. Record what the child actually authored or selected. Set potential **P** for a named feat using shared 0, 2, 4, 6, 8, 10 reference anchors. Higher calibrated values are allowed. State the source and the anchor reason. Review every supplied page. Missing demonstrated capability earns **0**, with a reason. No ordinary default, invented trait or borrowed celebrity achievement is added.
POWER. Current = P × (0.30 + 0.70 × F / 4) + B. Full current potential = P + B. Content supplies 30% of the base pool and writing unlocks the other 70%. The named feature bonus B sits outside that pool. Jackobee's shell remains **+1 CON** for covered-area physical protection and is excluded from P.
FORM FOR EACH ABILITY. F is the mean of the selected evidenced bands for this ability only. Record each code, source excerpt and descriptor reason. Initial D4, D6, E2 and E3 judgments assess each ability. There is no global writing multiplier. Reviewed missing relevant writing earns **0 game credit**. Bands 1–4 require observed descriptor evidence.
THE FINAL COLUMN. Attribute codes show eligible tasks. **ALL** means the evidenced ability named in the task. **TARGET** means writing or process for that ability. **NONE** records evidence conditions without combat points. Eligibility grants no ability or point. Each criterion is judged once across overlapping curricula. The Guide contains every route and its conditions.
PROGRESS. Every character can develop in any direction, including magic from ATT 0. Starting class and attunement impose no permanent restriction. Preserve earlier evidence. Compare matching criteria at the same demand, scope and support to measure an ability's growth. New abilities and criteria start their own baselines. New abilities count as development; rule corrections alone earn no growth.
FAIRNESS. Original numbers are preference ratios and never multiply power. Short writing can earn high bands. Length, chosen form, generated images and moral goodness earn no writing bonus. Record assistance. Strong writing about a weakness preserves its fictional limit. Proposed balance limits remain separate from authored or agreed limits.
CARD. Round the precise result once, with exact halves up. Equal printed stats use equal numerical power. Cards retain personal writing space and direct scoring questions to the tablet. The workbook keeps source evidence, individual bands, exact calculations and revision history.
EXPERIENCE. Each distinct completed assignment earns at least **1 XP**. Record the participant and task once. Additional XP requires explicit authority. XP does not automatically change ability ratings. Anyone can attempt an action. See the Guide for completion and revision rules.
REFERENCES. General Synthesized Rubric R2, criteria and crosswalk pp. 5–20, bibliography pp. 26–35. BB Expanded Guide supplies the current 47-row game-use chart, 38 sources and local arithmetic. Ontario and IB support the stated assessment practices. BB weights and anchors have no automatic official-grade conversion.
Full reference, including all cited sources https://chatgpt.com/library?file_id=libfile_932039b156e88191a88fe8048c875b09&account_id=personal
BB guide https://chatgpt.com/library?file_id=libfile_9d407bf2b0cc81919729f2c2de86d6b7&account_id=personal

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MY SKILL BANK · 47 skills to grow across many tasks

For a writing challenge, circle the **skill codes chosen with your guide**. At least one must show your own writing. After writing, use the matching row on page 1 to circle each rating. Leave other rows blank. Choose different skills in later challenges.

Name _____ Date _____ Move / writing task _____

1 STARTING	2 GETTING THERE	3 WORKING WELL	4 STRONG CONTROL
An important part is wrong or not yet working.	Some parts work. An important part needs fixing.	The work meets the goal we agreed for this task.	The same goal is met with the detail and control described on page 1.

Use page 1 to choose a rating. For a selected skill, write **0** if your work shows no evidence yet. Leave skills outside this task blank. Your card still receives a number for every stat.

Q Find and check

		CIRCLE A RATING
Q1	**Ask a story question** What exactly do I need to find out in this scene?	1 2 3 4
Q2	**Plan the search** Which steps will help me find the clues I need?	1 2 3 4
Q3	**Notice the clues** Which details from the scene did I record?	1 2 3 4
Q4	**Check a clue** Why should I trust this clue or witness?	1 2 3 4
Q5	**Keep a clue trail** Can someone tell clues from my own additions?	1 2 3 4
Q6	**Find a missing clue** What did I need to know, and did I find it?	1 2 3 4

M Understand and connect

		CIRCLE A RATING
M1	**Use the story accurately** Do my words fit the source and agreed story facts?	1 2 3 4
M2	**Explain a connection** How are the clues or story events connected?	1 2 3 4
M3	**Explain the setting's effect** How do time, place or events change the meaning?	1 2 3 4
M4	**Make an accurate map or model** Does it show the important places or links correctly?	1 2 3 4
M5	**Combine what I understand** What does each source add when I connect them?	1 2 3 4
M6	**Move an idea to a new world** What must change so the idea still makes sense here?	1 2 3 4

J Explain my thinking

		CIRCLE A RATING
J1	**State my plan or claim** What exactly am I proposing or saying is true?	1 2 3 4
J2	**Explain why my plan fits** How do the clues support what I want to do?	1 2 3 4
J3	**Judge a plan fairly** Which rules help me compare the plans fairly?	1 2 3 4
J4	**Consider another plan** What is its strongest point, and how do I respond?	1 2 3 4
J5	**Separate clues from guesses** What do I know, and what am I only guessing?	1 2 3 4
J6	**Explain the consequences** What could my plan change, cost or put at risk?	1 2 3 4

D Imagine and develop

		CIRCLE A RATING
D1	**Give my creation a purpose** What is my character or power meant to do?	1 2 3 4
D2	**Imagine different solutions** Do my possible plans solve the problem differently?	1 2 3 4
D3	**Create a new combination** How did my chosen ideas change when I combined them?	1 2 3 4
D4	**Make my character fit together** Do the motives, powers and effects follow its rules?	1 2 3 4
D5	**Use my power's limits** Which limits matter here, and how does my plan fit?	1 2 3 4
D6	**Describe how it works** Can someone follow what my power does and how?	1 2 3 4

P Make it work

		CIRCLE A RATING
P1	**Choose a writing method** Which planning or writing method fits this task?	1 2 3 4
P2	**Use the language correctly** Did I use the language we are practising correctly?	1 2 3 4
P3	**Use a writing technique well** Did I keep the chosen voice, rhythm or sentence pattern?	1 2 3 4
P4	**Write something that works** Does my text do its job, such as explain a plan?	1 2 3 4
P5	**Use writing tools responsibly** Did I follow our rules for sources, tools and help?	1 2 3 4
P6	**Adjust how I write** How did I change my method for the new task?	1 2 3 4

E Help others understand

		CIRCLE A RATING
E1	**Write for someone in the scene** Do my words fit the listener and my purpose?	1 2 3 4
E2	**Put my action in order** Can someone follow what happens when and why?	1 2 3 4
E3	**Choose details with an effect** Which details create the action or mood I want?	1 2 3 4
E4	**Use words, pictures or layout** How does the form help someone understand?	1 2 3 4
E5	**Pass on a message faithfully** Can I explain it clearly and keep its meaning?	1 2 3 4
E6	**Clear up a misunderstanding** What confused my listener, and did my reply help?	1 2 3 4

C Work with others

		CIRCLE A RATING
C1	**Answer a companion** Am I responding to what they actually said?	1 2 3 4
C2	**Help the party understand** How do our ideas connect to the shared plan?	1 2 3 4
C3	**Coordinate my part** Did I do my part and fit it with the party's work?	1 2 3 4
C4	**Respond to advice** Why do I accept, adapt or disagree with the advice?	1 2 3 4
C5	**Credit shared creations** Who contributed, and what may I use or share?	1 2 3 4

R Check and improve

		CIRCLE A RATING
R1	**Choose a writing goal** What will improve, and how will I tell?	1 2 3 4
R2	**Check my writing** Where does my writing meet or miss the goal?	1 2 3 4
R3	**Find a writing problem** Which words show the problem or its cause?	1 2 3 4
R4	**Revise the part that needs work** Did my change address the writing problem?	1 2 3 4
R5	**Compare my attempts** What improved, stayed the same or became worse?	1 2 3 4
R6	**Use what I learned** What will I try next, and why does it fit?	1 2 3 4

SHOW THE PROOF · Quote words, name a page or describe what you did.

Skill code	My evidence / where to find it	One next change

MY IDEA. My guide records what my character can do, its limits and its potential. A useful feature can add a visible bonus. Jackobee's shell adds **+1 CON** where it protects him.

MY WRITING. My idea gives 30% of the base potential. Clearer, more developed work can unlock the other 70%. Each ability has its own evidence and ratings in the circled rows.

MY CARD. Whole numbers show my power. The tablet explains the score. My guide keeps the calculation. My first numbers show priorities. 3:2 = 30:20.

MY NEXT VERSION. I can develop in any direction, including magic from ATT 0. Keep both attempts. Compare the same skills; a new ability starts its own record. A separately assigned completed revision earns at least 1 XP.

HEAD-WORMS. Every character starts with head-worms and must resist growth. Monster revelations follow choice, force or established information. See the Guide.

Use your own page or a form. Every stat gets a number. Zero means no points demonstrated yet. You can attempt any action. Potential can grow beyond 10.

Writing example for E2. The goal is to show a move in order. "I land. I wait. I teleport." becomes "I wait for the cart to pass, then teleport onto the dry ledge." Compare the order with E2 before choosing a rating.