

middle school writing rubric scoring guidelines

Category	4- Advanced	3- Proficient	2- Basic	1- Below Basic
Focus	My writing is clear and completely answers all parts of the prompt. I did not forget or lose the main idea when I added details.	Sometimes my writing moved away from the main point of focus of the prompt. Sometimes my details do not relate to the prompt and made my ideas confusing.	My writing is not clear and I drifted away from the prompt.	I did not stay focused on the topic or prompt. My writing is very difficult to understand when I re-read my work or when someone else reads my work.
Content	I used important details and information. I developed my ideas and made sure all of my sentences connected to the prompt.	I used some details to support my topic, but I needed to add more information and supporting details.	I needed to use more details to make my writing complete.	I did not use details or ideas to support my topic or response.
Organization	I wrote a strong introduction, body, and conclusion. I used appropriate transitions to connect my ideas.	I needed to put my story in order. I needed to strengthen all portions of my response. I needed to use more transition words to make my ideas flow.	I did not organize my response. I was missing paragraphs. My writing seems more like an outline than complete paragraphs. I did not use transition words.	I had no introduction, body, or conclusion. I have many mixed-up ideas. I did not use transition words.
Style	I used descriptive words that help readers "see" my ideas. My sentences varied in length, word usage, and structure. My tone and voice are consistent.	Most words address the prompt. I should choose a wider variety of words. I did not use different types of sentences. Tone and voice are not always consistent.	I used few descriptive words. I had little sentence variety. The tone and voice are not consistent.	I used no descriptive words. My sentences all begin with the same word or are not complete. There is no consistent tone or voice.
Conventions	I had few, if any, errors in spelling, grammar, and punctuation. My writing is neat and legible.	I made a few errors in spelling, grammar, and punctuation, but my meaning is still clear and understandable.	I had many mistakes in spelling, grammar, and punctuation. Sometimes my writing is hard to read.	My writing had so many mistakes that it is difficult to read or understand.
Total Points	/20		Final Grade	

Middle School Writing Rubric

Kathy Tuchman Glass



Middle School Writing Rubric:

A Complete Guide to Rubrics Audrey M. Quinlan, 2011-11-10 This book takes a developmental perspective at the use of scoring rubrics to assess student work Citing developmental characteristics of each age the author presents examples and adaptations of assessment rubrics on a variety of subjects for teachers from kindergarten through adult college After a presentation of foundation information on rubrics separate chapters are devoted to each grade level from primary through adult Written so that each chapter can be addressed independently the book provides additional chapters devoted to assessing technological topics and using rubrics with students with special needs The final chapters provide practical information to help teachers to create their own rubrics and to convert rubric scores to letter grades An updated annotated listing of recommended rubric websites is included *Designing and Using Rubrics for Reading and Language Arts, K-6* Joan F. Groeber, 2007 A valuable resource for teachers who use authentic assessment to support student learning Helpful for new teachers teachers new to using authentic assessments and experienced teachers looking for new ideas Barbara A Bradley Assistant Professor of Teaching and Leadership University of Kansas An excellent resource for classroom teachers assessment specialists staff developers and curriculum developers The information is comprehensive teacher friendly and easy to use making the book a valuable tool in the classroom Tracy Taylor Callard English Language Arts Teacher Wichita Collegiate School Wichita KS Enhance literacy instruction using a proven assessment tool rubrics Rubrics are essential tools for providing effective instruction and assessing student achievement Literacy consultant Joan Groeber provides educators with a teacher friendly step by step guide for creating and using rubrics to assess a wide range of literacy skills Groeber's approach helps ensure that students gain a clear understanding of teacher expectations and assume a greater responsibility for their own learning Offering an overview of rubrics as instructional tools with methods and strategies for developing them the revised edition includes Expanded guidelines for creating rubrics More than 40 time saving preconstructed model rubrics covering key literacy skills Rubrics at both primary and intermediate grade levels Strategies for introducing rubrics to students and suggestions for using the rubrics New rubrics that reflect the expanding field of literacy education including information literacy and technology use Using this comprehensive resource teachers can design rubrics to meet their specific classroom needs giving students the opportunity to identify and achieve high levels of performance Förderung der Textbeurteilungskompetenz von Lernenden Stephan Schicker, 2020 Schreiben Lernende welche die Qualität von argumentativen Texten wie Erörterungen realistisch einschätzen auch bessere Erörterungen Wie kann man die Fähigkeit von Lernenden argumentative Texte hinsichtlich ihrer Qualität zu beurteilen fördern Und wie stellt sich die Textqualität von argumentativen Texten aus Sicht von Lernenden dar Ausgehend von diesen Fragestellungen wurde im Rahmen dieser Studie ein didaktisches Verfahren entwickelt welches Textbeurteilungskompetenz von Lernenden durch die didaktische Fokussierung auf metatextuelle Strategien der Textbeurteilung anbahnt In einer Interventionsstudie wurde dieses

didaktische Verfahren empirisch in seiner Wirksamkeit überprüft indem untersucht wurde welchen Effekt es auf die Bearbeitungsmotivation Bearbeitungskompetenz und argumentative Textkompetenz von Lernenden in mehrsprachigen Erwerbskonstellationen hat Ein weiteres Forschungsdesiderat auf das diese Studie reagiert ist die Frage wie sich Textqualität aus Lernendenperspektive darstellt Dazu untersucht die Arbeit auf welche Kriterien bzw Referenzbereiche sich Lernende bei der Beurteilung von Texten beziehen und mit welchen Qualifikatoren sie diese bewerten

The Simple 6TM for Secondary Writers Kay Davidson, 2008

Designing Assessment for Mathematics Eileen Depka, 2007-05-31 Clearly demonstrates how to design rubrics for math a content area that desperately needs support The use of rubrics combined with performance tasks helps educators teach math at a higher more engaging level A must have book for all educators seeking to build a strong thinking based math program Lee Ann Cervini Principal Holley Elementary School NY Makes a distinct contribution to the field Not only does the text clearly explain how to create rubrics and performance tasks in a step by step manner each chapter also provides an example for immediate use in the classroom Marcia Carlson Sixth Grade Teacher Crestview Elementary School Clive IA Enhance students understanding of math concepts through rubrics and hands on learning Teaching mathematics in today's world requires practices and procedures integrated with performance tasks that actively involve students In this second edition of *Designing Rubrics for Mathematics* Eileen Depka clarifies the purpose of rubrics in math instruction and illustrates the relationship between assessment rubrics and the National Council of Teachers of Mathematics Principles and Standards for School Mathematics 2000 Each chapter in this research based updated edition offers easy to use strategies suggestions creative sample problems and tasks to engage students in hands on learning while allowing them to have fun in the process With two new chapters focused on communication to deepen students understanding of math concepts and using rubric data to improve instruction this resource provides teachers with Reflective activities to use with students for metacognitive processing Strategies for creating standards linked rubrics plus samples Tips for differentiating performance tasks How to use student created rubrics Internet resource links for rubric development mathematical focal points and standards

Designing Assessment for Mathematics Second Edition demonstrates how to drive instruction and successfully boost achievement levels by providing students with experiences that impact their learning and performance

Successful Inclusion Strategies for Secondary and Middle School Teachers M. C. Gore, 2004 This is a wonderful and concise presentation of strategies that are useful in any classroom Joyce C Dresser Middle School Special Needs Teacher West Tisbury School West Tisbury Massachusetts *Successful Inclusion Strategies for Secondary and Middle School Teachers* helps practitioners access this specific research that targets students with disabilities in middle school and secondary classrooms The author recognizes educators need for a quick resource of research supported strategies at their fingertips M C Gore offers field tested and teacher friendly approaches to understanding the levels and stages of learning in students with disabilities

Mapping Comprehensive Units to the ELA Common Core Standards, K-5

Kathy Tuchman Glass,2012-04-26 Consultant and former teacher Glass helps K 5 teachers make sense of the new Common Core State Standards in English language arts ELA and presents numerous classroom activities differentiation ideas and rubrics She introduces a process for developing a unit of study using the ELA Common Core Standards and includes a template with each key component explained in detail There is also a lesson design template and sample lessons using the template The website provides reproducibles for classroom use Annotation 2012 Book News Inc Portland OR booknews com

Student Assessment Dylan Wiliam,Douglas Fisher,Nancy Frey,2024-05-17 Fuel student driven success and enhance learning with better assessment What if there was a better way to collect and interpret assessment data that could strengthen the link between teaching and learning Student Assessment Better Evidence Better Decisions Better Learning is the innovative guide to show you how it s done and done right This unique book offers a new assessment model focused on decision driven data collection and provides an arsenal of tools for collecting better evidence to increase student learning You will learn the importance of assessment in the teaching and learning process what a decision driven data collection assessment model looks like and how it differs from a more traditional data driven decision making model how to effectively establish learning intentions and success criteria within assessments to actively engage students in their own learning how to implement an array of assessment tools that yield better evidence and improve decision making how to address the challenge of ensuring authenticity in students responses when AI generated content is becoming more common With this guide in hand you ll be ready for a better approach to assessment armed with practical tools and strategies to ensure students can analyze synthesize adapt critique and most importantly take charge of their own learning Evaluating Instructional Leadership Julie R. Smith,Raymond L. Smith,2015-02-19 Improve principal evaluation and create highly effective leaders Even with great teachers student achievement hinges on an effective principal Behind every high quality principal is an airtight system of leadership evaluation that consistently rewards excellence and remedies deficits While teacher evaluation methods have improved instructional leadership evaluation has often stood still and student learning and achievement have paid the price This book identifies the major problems in this process and articulates clear solutions The result is a blueprint for ensuring the best person for the job is occupying the principal s chair Content includes Extensive data presented in a user friendly manner Clear connections to the ISLLC Standards for School Leaders A suite of interactive tools including sample self assessments mid year and final evaluation forms and professional growth plans This book not only highlights the key messages about the role of the leader but it is does so in a way that is engaging practical and reflects the Smiths long history of being school leaders teaching school leaders and seeing the effects of their teaching I have seen the Smiths in action separately and together and they know how to lead and how to teach they have a strength of purpose they do not waver from and these attributes come through in this book John Hattie Director Melbourne Education Research Institute University of Melbourne After reading this book you ll truly understand what it takes to grow as a lead learner We can always get better

This book provides quality insight on strategies that will make good leaders great Brad Currie School Leader Corwin Author and Co Founder of Satchat **Handbook of Research on Teaching the English Language Arts** Douglas Fisher,Diane Lapp,2017-11-06 Now in its fourth edition the Handbook of Research on Teaching the English Language Arts sponsored by the International Literacy Association and the National Council of Teachers of English remains at the forefront in bringing together prominent scholars researchers and professional leaders to offer an integrated perspective on teaching the English language arts and a comprehensive overview of research in the field Reflecting important developments since the publication of the third edition in 2010 this new edition is streamlined and completely restructured around big ideas in the field related to theoretical and research foundations learners in context and new literacies A Companion Website extends and enhances the Handbook with a wealth of additional resources The Handbook of Research on Teaching the English Language Arts Fourth Edition Addresses all of the language arts within a holistic perspective speaking listening language writing reading Is well grounded and balanced in theory and research while promoting validated practice Features authors who are known for their expertise and who represent diversity in culture years in the profession and geographic location Gives attention to special populations and instructional contexts Includes new media literacies Has the authority of a research handbook while remaining practical for students in masters and doctoral classes Bilingualism for All? Nelson Flores,Amelia Tseng,Nicholas Subtirelu,2020-12-16 It is common for scholarly and mainstream discourses on dual language education in the US to frame these programs as inherently socially transformative and to see their proliferation in recent years as a natural means of developing more anti racist spaces in public schools In contrast this book adopts a raciolinguistic perspective that points to the contradictory role that these programs play in both reproducing and challenging racial hierarchies The book includes 11 chapters that adopt a range of methodological techniques qualitative quantitative and textual disciplinary perspectives linguistics sociology and anthropology and language foci Spanish Hebrew and Korean to examine the ways that dual language education programs in the US often reinforce the racial inequities that they purport to challenge *Executive Function in Education, First Edition* Lynn Meltzer,2011-03-17 This uniquely integrative book brings together research on executive function processes from leaders in education neuroscience and psychology It focuses on how to apply current knowledge to assessment and instruction with diverse learners including typically developing children and those with learning difficulties and developmental disabilities The role of executive function processes in learning is examined and methods for identifying executive function difficulties are reviewed Chapters describe scientifically grounded models for promoting these key cognitive capacities at the level of the individual child the classroom and the entire school Implications for teaching particular content areas reading writing and math are also discussed Rubric Nation Michelle Tenam-Zemach,Joseph E. Flynn,2015-04-01 What is a rubric and how are they being used in teacher education and evaluation When did rubrics become ubiquitous in the field of education What impact do rubrics have on students teachers

teacher educators and the educational enterprise This book is an edited volume of essays that critically examine the phenomenon of rubrics in teacher education evaluation and education more broadly Rubrics have seen a dramatic rise in use and presence over the past twenty five years in colleges of education and districts across the country Although there is a wealth of literature about how to make rubrics there is scant literature that explores the strengths and weaknesses of rubrics and the impact the rubric phenomenon is having in reshaping education The chapters included in this edited volume will critically reflect on the contemporary contexts of rubrics and the uses and impact of rubrics in education Since rubrics have become indelible in education it is necessary for a fuller nuanced discussion of the phenomenon Creating a book that explores these aspects of rubrics is timely and fundamental to expanding the discourse on this ubiquitous evaluation tool This book is not meant to be a series of chapters dedicated to best practices for creating rubrics nor is this text meant to present all sides of the rubric discussion Rather this text intends to offer critical polemics about rubrics that can spur greater critical discussion about a phenomenon in education that has largely been unquestioned in the literature

Assessing English Language Proficiency in U.S. K-12 Schools Mikyung Kim Wolf, 2020-05-31 Assessing English Language Proficiency in U S K 12 Schools offers comprehensive background information about the generation of standards based English language proficiency ELP assessments used in U S K 12 school settings The chapters in this book address a variety of key issues involved in the development and use of those assessments defining an ELP construct driven by new academic content and ELP standards using technology for K 12 ELP assessments addressing the needs of various English learner EL students taking the assessments connecting assessment with teaching and learning and substantiating validity claims Each chapter also contains suggestions for future research that will contribute to the next generation of K 12 ELP assessments and improve policies and practices in the use of the assessments This book is intended to be a useful resource for researchers graduate students test developers practitioners and policymakers who are interested in learning more about large scale standards based ELP assessments for K 12 EL students

Teacher-Made Assessments Christopher Gareis, Leslie W. Grant, 2015-03-24 Assessment is not only a measure of student learning but a means to student learning This bestselling book guides you in constructing and using your own classroom assessments including tests quizzes essays and rubrics to improve student achievement You will learn how to weave together curriculum instruction and learning to make assessment a more natural useful part of teaching Find out how to ensure your assessments are fair reliable and valid construct assessments that meet the level of cognitive demand expected of students create select response items and understand technology enhanced items that are increasingly being used on assessments use constructed response items and develop scoring criteria such as rubrics and analyze student results on assessments and use feedback more effectively This second edition features updated examples that reflect the Common Core State Standards as well as other content standards and new useful samples of teacher friendly techniques for strengthening classroom assessment practices No matter what grade level or subject area

you teach this practical book will become your go to resource for designing effective assessments **Rubrics for Assessing Student Achievement in Science Grades K-12** Hays B. Lantz, 2004-02-06 I recommend Rubrics for Assessing Student Achievement in Science Grades K 12 to any school district that is moving toward a standards based curriculum It will serve as a valuable tool for assessing student learning Grace Cisek Director of Mathematics and Science Curriculum Chester County Intermediate Unit PA At last science educators will now be able to use custom made rubrics to assess and evaluate student performance in the standards based science classroom Combining clarity detail utility and practicality veteran educator and author Hays B Lantz Jr offers the most complete collection of evaluation and assessment tools in science education available today This concise handbook was designed to improve the quality and uniformity of evaluation as well as assessment of student progress Written in language appropriate for both students and teachers in grades K 12 there are over 100 ready to use performance lists holistic rubrics and analytic rubrics that contain clear descriptions of the particular traits and qualities desired in student products and performances Key features distinguishing this book include Scoring tools for a wide range of products and performances found in effective science classrooms and programs Assessment tools that differentiate by learning levels providing a scaffolding of increasingly complex expectations across the grades Years of extensive field testing of the evaluative criteria Rubrics for Assessing Student Achievement in Science Grades K 12 is a valuable resource that will help to measure what students know and are able to do in the science classroom It will yield more consistent and defensible judgments more precise feedback and sharper student learning and performance 101 More Questions & Answers about Standards, Assessment, and Accountability Douglas B. Reeves, 2004 Real world questions with clear answers regarding educational topics such as grading instruction and best practices to ensure success for all students

Active Literacy Across the Curriculum Heidi Hayes Jacobs, 2017-09-25 Help students become more confident and successful readers writers and thinkers in today s world In this new edition of a bestseller highly acclaimed author and speaker Heidi Hayes Jacobs offers practical ideas for closing the literacy gap by teaching classic literacies reading writing speaking and listening along with essential new literacies digital media and global The expanded second edition features Heidi s latest work on the new literacies and provides enhanced versions of strategies designed to help educators integrate critical language skills into their daily operational curriculum These strategies include Revising and expanding the role of all teachers so that they see themselves as classical language and contemporary literacy teachers Separating vocabulary into three distinctive types with distinctive instructional approaches to sustain and extend independent language development Building creative and visual notetaking and sketchnoting strategies Designing media projects for every class level and employing a consistent editing and revision policy for writing assignments Using a formal approach to develop speaking skills through four discussion types to increase civil public discourse Employing direct technical instruction that promotes the use of the human voice and body as a speaking and communication instrument Using Curriculum Mapping to develop formal

benchmark assessments for active literacy and new literacy cultivation in every subject and on every level Each chapter is focused on a specific strategy and includes practical examples so you can easily implement the ideas no matter what grade level or subject area you teach *Visible Learning for Literacy, Grades K-12* Douglas Fisher,Nancy Frey,John Hattie,2016-03-22 Every student deserves a great teacher not by chance but by design Douglas Fisher Nancy Frey John Hattie What if someone slipped you a piece of paper listing the literacy practices that ensure students demonstrate more than a year s worth of learning for a year spent in school Would you keep the paper or throw it away We think you d keep it And that s precisely why acclaimed educators Douglas Fisher Nancy Frey and John Hattie wrote *Visible Learning for Literacy* They know teachers will want to apply Hattie s head turning synthesis of more than 15 years of research involving millions of students which he used to identify the instructional routines that have the biggest impact on student learning These practices are visible for teachers and students to see because their purpose has been made clear they are implemented at the right moment in a student s learning and their effect is tangible Yes the aha moments made visible by design With their trademark clarity and command of the research and dozens of classroom scenarios to make it all replicable these authors apply Hattie s research and show you How to use the right approach at the right time so that you can more intentionally design classroom experiences that hit the surface deep and transfer phases of learning and more expertly see when a student is ready to dive from surface to deep Which routines are most effective at specific phases of learning including word sorts concept mapping close reading annotating discussion formative assessment feedback collaborative learning reciprocal teaching and many more Why the 8 mind frames for teachers apply so well to curriculum planning and can inspire you to be a change agent in students lives and part of a faculty that embraces the idea that visible teaching is a continual evaluation of one s impact on student s learning Teachers it s time we embrace the evidence update our classrooms and impact student learning in wildly positive ways say Doug Nancy and John So let s see *Visible Learning for Literacy* for what it is the book that renews our teaching and reminds us of our influence just in time **Assessing Impact** Joellen Killion,2017-11-08 Design high impact professional learning programs with results based evaluations You want to make sure that the time effort and resources you are investing in your professional learning programs is truly making an impact on educator effectiveness and student achievement Joellen Killion guides you step by step through the rigors of producing an effective in depth results based evaluation to measure effectiveness and retain stakeholder support The methods outlined here Adhere to changes in federal and state policy relating to professional learning and educator development Facilitate the use of extensive datasets crucial for measuring feasibility equity sustainability and impact of professional learning Help you make data informed decisions and increase quality and results

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