

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 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 need to put my story in order. I need to strengthen all portions of my response. I need 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 Examples

**Susan M. Leist, Pamila Marchewka-
Cornwell**

Middle School Writing Rubric Examples:

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 CurriculumChester 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

Teaching Writing in Middle and Secondary Schools Jim Blasingame, John H. Bushman, 2005 Teaching Writing in Middle and Secondary Schools provides research based and standards based strategies as well as classroom tested activities all in one book Covering the core fundamentals of exemplary practices in the teaching of writing this book demonstrates writing processes and the use of rubrics with authentic samples taken directly from students writing portfolios Readers are also given valuable information on teaching grammar and spelling curriculum planning service learning and community and parental involvement all through the lens of teaching writing

How to Create and Use Rubrics for Formative Assessment and Grading Susan M. Brookhart, 2013-01-11 What is a rubric A rubric is a coherent set of criteria for student work that describes levels of performance quality Sounds simple enough right Unfortunately rubrics are commonly misunderstood and misused The good news is that when rubrics are created and used correctly they are strong tools that support and enhance classroom instruction and student learning In this comprehensive guide author Susan M Brookhart identifies two essential components of effective rubrics 1 criteria that relate to the learning not the tasks that students are being asked to demonstrate and 2 clear descriptions of performance across a continuum of quality She outlines the difference between various kinds of rubrics for example general versus task specific and analytic versus holistic explains when using each type of rubric is appropriate and highlights examples from all grade levels and assorted content areas In

addition Brookhart addresses Common misconceptions about rubrics Important differences between rubrics and other assessment tools such as checklists and rating scales and when such alternatives can be useful and How to use rubrics for formative assessment and grading including standards based grading and report card grades Intended for educators who are already familiar with rubrics as well as those who are not this book is a complete resource for writing effective rubrics and for choosing wisely from among the many rubrics that are available on the Internet and from other sources And it makes the case that rubrics when used appropriately can improve outcomes by helping teachers teach and helping students learn

Active Literacy Across the Curriculum Heidi Hayes- Jacobs,2014-07-10 Highly acclaimed author Heidi Hayes Jacobs shows teachers at every grade level and in every subject area how to integrate the teaching of literacy skills into their daily curriculum With an emphasis on school wide collaborative planning she shows how curriculum mapping sustains literacy between grade levels and subjects

Resources in Education ,1998 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

Collaborating for Real Literacy Sharon M. Pitcher,Bonnie Mackey,2013-03-21 Advances in literacy require collaboration between all of a school s stakeholders This book harnesses the latest research and takes into consideration

CCSS to show how to make that collaboration a reality Authentic literacy practice is crucial to preparing all students to be successful both in the workplace and college in the 21st century Insisting that this literacy achievement will only happen

when librarians teachers literacy coaches and administrators work together in their schools Collaborating for Real Literacy addresses the role of each instructional leader individually and examines the importance of the group collectively in

bolstering the literacy of all students Practical ways to support the teaching of the Common Core State Standards CCSS are infused throughout every chapter In this second edition of the book core chapters on scaffolding literacy centers family

literacy English language learners comprehension assessment writing and discussion have been updated based on current research and CCSS Each of these chapters now offers suggestions for literacy coaches Also new are recommendations for

grades K 5 and 6 12 demonstrating specific ways to apply instructional ideas to different age levels and providing materials that can be used for the instruction Additionally three new chapters have been added with real literacy instructional ideas for

content area reading and Response to Intervention support for struggling readers

Writing to Teach; Writing to Learn

in Secondary Schools Susan M. Leist, Pamila Marchewka-Cornwell, 2006-09-18 Writing to Teach Writing to Learn in Secondary Schools is a comprehensive guide for high school teachers who want to use writing as a teaching tool in any discipline. This user friendly and hands on book provides instructional materials for generating and structuring writing

Teaching Learners of English in Mainstream Classrooms (K-8) Linda New Levine, Mary Lou McCloskey, 2009 Teaching Learners of English in Mainstream Classrooms is a unique resource designed to help K-8 classroom teachers integrate language learning into the content curriculum. This book helps teachers teach their grade level curriculum even though they may have English language learners in their classrooms. By using the strategies provided, teachers can promote content achievement for all of their students. Specifically written for content teachers Linda New Levine and Mary Lou McCloskey's clear and friendly writing style emphasizes practical application of known second language learning principles. The authors offer classroom teachers practical strategies and tools to integrate content and language learning, accelerating the academic achievement of their students. Techniques for developing reading, writing, and speaking skills in the content areas are also emphasized.

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.

Teaching Writing in Middle and Secondary Schools Margot Soven, 1998 Handbook for English language arts teachers of students in grades 6-12

Rethinking Rubrics in Writing Assessment Maja Wilson, 2006 The conventional wisdom in English education is that rubrics are the best and easiest tools for assessment. But sometimes it's better to be unconventional. In *Rethinking Rubrics in*

Writing Assessment Maja Wilson offers a new perspective on rubrics and argues for a better more responsive way to think about assessing writers progress Though you may sense a disconnect between student centered teaching and rubric based assessment you may still use rubrics for convenience or for want of better alternatives Rethinking Rubrics in Writing Assessment gives you the impetus to make a change demonstrating how rubrics can hurt kids and replace professional decision making with an inauthentic pigeonholing that stamps standardization onto a notably nonstandard process With an emphasis on thoughtful planning and teaching Wilson shows you how to reconsider writing assessment so that it aligns more closely with high quality instruction and avoids the potentially damaging effects of rubrics Stop listening to the conventional wisdom and turn instead to a compelling new voice to find out why rubrics are often replaceable Open Rethinking Rubrics in Writing Assessment and let Maja Wilson start you down the path to more sensitive authentic style of writing assessment

Guiding Students Into Information Literacy Chris Carlson, Ellen Brosnahan, 2009 Information Literacy takes readers systematically through the management of a research activity from conception to final product Each chapter includes handouts that have been used by the authors with actual research assignments websites for further information and a bibliography of additional books that support the ideas in the chapter An appendix with examples of research papers that have been done by the authors actual students is also included **Writer's Choice Writing Assessment and Evaluation Rubrics Grade 7** McGraw-Hill Staff, 2000-09 Methods of Teaching Preston D. Feden, Robert Mark Vogel, 2003 METHODS OF TEACHING APPLYING COGNITIVE SCIENCE TO PROMOTE STUDENT LEARNING helps prospective teachers learn how to apply recent findings by cognitive scientists to their classroom practices in order to promote true conceptual change among their students The book focuses squarely on ways to bring about deep rather than surface learning to all students The authors use and model many of the teaching strategies they present focusing on major core concepts and utilizing a rich array of pedagogical features to help prospective teachers build a deep understanding of how people learn and what strategies they can use as teachers to help their students achieve long lasting comprehension Throughout the text the authors emphasize the need to change instruction in light of new findings from cognitive science Planning for instruction behavior management and technology are integrated into each chapter *Within and Beyond the Writing Process in the Secondary English Classroom* Reade W. Dornan, Lois Matz Rosen, Marilyn J. Wilson, 2003 Within and Beyond the Writing Process in the Secondary English Classroom combines an up to date balanced and integrated approach to writing instruction focusing on both composition theory and practice **Mathematics Teaching in the Middle School**, 1994 **Science Instruction in the Middle and Secondary Schools** Eugene L. Chiappetta, Thomas R. Koballa, 2006 For science instruction in middle and secondary schools On Reserve for Edu 427 **New Jersey World Languages Curriculum Framework**, 1999 **Reading and Language Arts for All Students** Evelyn Frances Miller, 1996

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