

# middle school writing RUBRIC SCORING guidelines

Category	4- Advanced	3- Proficient	2- Basic	1- Below Basic
<b>Focus</b>	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.
<b>Content</b>	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.
<b>Organization</b>	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.
<b>Style</b>	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.
<b>Conventions</b>	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.
<b>Total Points</b>	/20		<b>Final Grade</b>	

# Middle School Writing Rubric

**Nancy Frey, Douglas Fisher**



## **Middle School Writing Rubric:**

The Simple 6TM for Secondary Writers Kay Davidson, 2008      **Using Rubrics for Teaching and Learning** Heidi L. Andrade, Susan M. Brookhart, 2026-03-02 Using Rubrics for Teaching and Learning offers practical evidence based ideas for how rubrics can serve the multifaceted needs of students Research shows that under the right conditions rubrics can promote learning scaffold effective peer and self assessment and even support self regulated learning while also expediting an informative grading process Built on four principles of effective application this accessible book posits that rubrics must be developmentally and pedagogically appropriate illuminate the learning goals enable constructive feedback and produce fair grades Critiques of common shortcomings in rubric design and implementation offer guidance for positive purposeful classroom experiences Pre and in service teachers who read this book will come away with skills in using rubrics to support learning      *A Complete Guide to Rubrics* Audrey M. Quinlan, 2012 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 covert rubric scores to letter grades An updated annotated listing of recommended rubric websites is included      **Resources in Education** ,1999      **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 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

Writer's Choice Writing Assessment and Evaluation Rubrics Grade 7 McGraw-Hill Staff, 2000-09 *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

**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

*Language and Literacy Development in Children who are Deaf* Barbara R. Schirmer, 2000 The second edition of Language and Literacy Development in Children Who are Deaf provides the most current information about teaching language reading and writing to deaf

children Models and strategies are clearly described and supported by theory current research and numerous examples of how these models and strategies can be used in classrooms with deaf students The book has been reorganized so teachers can easily follow how to assess a deaf child s current abilities in language and literacy develop appropriate instructional goals and choose from among a variety of effective teaching models and strategies

**KEY TOPICS** The second edition discusses issues related to American Sign Language bilingual education techniques incorporating technology into instruction and developing balanced literacy programs for deaf children Experienced teachers novice teachers and individuals becoming teachers of deaf children can use this information to develop a comprehensive language and literacy program for deaf students from preschool through high school

**MARKET** For anyone who teaches reading or language to deaf children or who is involved in literacy development of deaf children

**Teaching in the Middle and Secondary Schools** Richard Dean Kellough, Jioanna Carjuzaa, 2009 This practical performance based methods text for middle and second school pre service teachers is organized around four developmental components Why gives the rationale to support the components that follow What what you will be teaching How how you will teach it How well how well you are teaching it Organized into four parts that are then split up into ten modules the text begins with a history of education going back to colonial times The modules then cover the many and varied aspects of teaching pre and early adolescents such as teaching students with exceptionalities classroom management diversity instructional planning using technology in the classroom assessing student achievement and self assessment and continued professional development The authors contend that the best teacher is one who has an eclectic style and can monitor their own progress and make changes and adapt their strategies if they are not succeeding The ninth edition has been carefully updated to reflect the diversity and current topics in the field today The book is a valuable resource for students today and as a reference for many years to come

**New To This Edition** NEW Improved balance of content between middle and secondary schools this emphasizes that middle school is uniquely different from both high school and the traditional junior high school and that pre and early adolescence is different from late adolescence NEW Technology has been integrated throughout every module of the book New features including Teaching Scenarios Activities and Technology Rich features were added to all modules NEW Contributions from pre service and in service middle and secondary school teachers teacher educators and educational researchers have been added to strengthen the tie between theory and practice

**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

**Language Arts Workshop** Nancy Frey, Douglas Fisher, 2006 Language Arts Workshop Purposeful Reading and Writing Instruction presents a manageable way of organizing instruction exploring a gradual release of responsibility through meaningful experiences in all areas of need for literacy development including oral language spelling vocabulary word study

fluency and comprehension Like an apprenticeship novice readers and writers learn a craft under the guidance of a skilled and knowledgeable teacher Through the language arts workshop students read and write everyday spending time working with their teacher collaborating with peers and working independently Learn to model successful language arts teaching for your students Workshop format addresses the diverse learning needs of students including English language learners students with disabilities and students who read at above or below grade level to support early intervention or response to intervention programs Predictable chapter organization clarifies the workshop approach and framework Authentic examples from successful classrooms engage readers and model effective language arts instruction A strong focus on assessment grounds the instruction and a compendium of assessment tools prepares readers to drive their own classroom

*The Inclusive Classroom* Margo A. Mastropieri, Thomas E. Scruggs, 2007 *The Inclusive Classroom Strategies for Effective Instruction* Third Edition By Margo A Mastropieri and Thomas E Scruggs Recent Praise for *The Inclusive Classroom Strategies for Effective Instruction* Quite detailed Quite practical Everything is well linked to both research and standards Joseph E Nolan Indiana University of Pennsylvania This text is exceptional The authors have provided numerous practical examples throughout the book that are easy for inexperienced teachers to implement I believe even teachers with extensive experience would find new ideas in this textbook Karen B Clark Indiana University South Bend As you can see the real strength of *The Inclusive Classroom* is its emphasis on practical research based teaching and learning strategies in an inclusive environment The third edition focuses on the basic tools general educators need and directly relates content to the academic and professional demands of teachers in inclusive settings *Practical and Effective Teaching and Learning Strategies In the Classroom* features offer tips strategies and resources that address very specific need areas and can be practically applied to inclusive classroom situations *Classroom Scenarios* provide context for the specific teaching strategies featured in the text *Strategy and Lesson Plan Database* CD ROM packaged with the text provides users with a searchable database of the strategies featured in the text as well as additional lesson plans for the inclusive classroom The database software also allows users to modify and adapt current strategies and lesson plans or to create new ones *Research and Resources that Support Practice and Professionalism* Research Highlights explain the research behind certain teaching strategies developed for use with students with special needs provide resources for further information and explanation and tie chapter content to the research with reflection questions *Diversity in the Classroom* features address the fact that classrooms are more diverse not only in respect to students with disabilities but also with respect to race religion and ethnicity Professional Standards including CEC INTASC and PRAXIS are listed at the end of each chapter where relevant A complete listing of standards can be found on the Companion Website

*Believing in Ourselves* Anne Chambers Lewis, 1995 *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

**The Invitational Roundtable on the Implications of the New Standards & High Stakes Assessments for Limited English Proficient Students** ,1997      **School and Classroom Practices During Two Years of Education Reform in Washington State** Brian M. Stecher,2001      **The Language Proficiency Handbook** ,1999

*Children and Their World* David A. Welton,John T. Mallan,1999 Designed for preservice teachers this text consolidates social studies content into a framework for practical instruction and lesson planning It places social studies in a thoroughly modern context and explores how such factors as language diversity and standards at the local state and national level affect teachers The text retains its hallmark features such as model unit lessons teacher tested activities technology updates and authentic children s work and the Resource Handbook serves as a valuable tool for on the job use The emphasis on current topics includes coverage of constructivist learning cooperative learning service learning character education and the teaching of children with limited English proficiency Specific examples from the NCSS help students connect standards to the model lessons and activities presented in the text

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