

OPINION WRITING RUBRIC

Student Name: _____

Score: /21

	3	2	1
Ideas	Writing stays on topic and has many relevant reasons and details.	Writing mostly stays on topic and has some relevant reasons and details.	Writing is often off topic and has few relevant reasons and details.
Organization	Writing has a strong introduction, body, and conclusion with clear transitions.	Writing has an introduction, body, and conclusion with some transitions.	Writing does not have a clear introduction, body, or conclusion and has few transitions.
Voice	Writing shows strong passion about the topic.	Writing shows some passion about the topic.	Writing shows little passion about the topic.
Word Choice	Writing has many specific words.	Writing has some specific words.	Writing has few specific words.
Sentence Fluency	Writing has a good variety of sentence types.	Writing has some variety of sentence types.	Writing does not have a variety of sentence types.
Conventions	Writing has mostly correct capitalization, punctuation, and spelling.	Writing has some errors with capitalization, punctuation, and spelling.	Writing has many errors with capitalization, punctuation, and spelling.
Presentation	Writing is very neat with few errors.	Writing is somewhat neat with some errors.	Writing is not neat with many errors.

Opinion Writing Scoring Guide 3rd Grade

Dan Kirby, Dawn Latta Kirby, Tom Liner

Opinion Writing Scoring Guide 3rd Grade:

Designing and Using Performance Tasks Tracey K. Shiel, 2016-09-14 Stretch student thinking with performance based tasks With the continual increase of high stakes assessments also comes the surge of professional development on designing performance based tasks Providing step by step insights this book shows you how to incorporate performance tasks as a tool to teach monitor and extend student learning If you're ready to stretch your students thinking grab a copy of this how to guide to help you Make instructional decisions based on student performance of learning tasks Incorporate learning progressions as an integral part of planning performance tasks Close the knowing doing gap by focusing on considerations for successful implementation *Contemporary's Scoring Guide for the GED Assessment Program*, 1988 **Validating**

Holistic Scoring for Writing Assessment Michael M. Williamson, Brian A. Huot, 1993 Focusing specifically on holistic scoring this text looks at issues surrounding the assessment of writing looking at its social historical and theoretical context and questioning what is really meant by good writing **Windows Into the Classroom** Claudia A. Gentile, John H. Kennedy, James Martin-Rehrmann, 1995 Based on a survey conducted in 1992 by the National Assessment of Educational Progress NAEP a study examined the types of writing students performed in school the quality of their classroom writing and the relationship between their classroom writing and their performance on the NAEP writing assessment A nationally

representative subgroup of more than 3 000 fourth and eighth graders who participated in the 1992 NAEP writing assessment submitted three pieces of writing that represented their best writing efforts and reflected different kinds of writing narrative informative persuasive Students were asked to give special preference to pieces developed using writing process strategies such as pre writing activities consulting with others about writing and revising successive drafts Teachers completed a brief questionnaire and students wrote a letter explaining their selections Each student portfolio underwent a 3 part analysis Major findings included 1 most students submitted narrative and or informative writing 2 at fourth grade most of the informative papers were brief and undeveloped 3 most of the fourth grade informative writing was at a basic level 4 the majority of papers showed evidence that their writers had employed process strategies 5 students who spent more time on writing performed better on their portfolio writing and 6 generally the correlation between assessment and portfolio ratings was low for narrative and informative writing for both grades Contains 32 tables and 9 figures of data A summary of state writing assessment programs a 100 item annotated bibliography a procedural appendix administration materials and examples of students writing are attached RS **The Scott Foresman Grammar & Writing Book**, 2006 **Writing**

Achievement of California Eighth Graders Charles Cooper, California. State Department of Education, 1989 **Mapping Comprehensive Units to the ELA Common Core Standards, K-5** Kathy Tuchman Glass, 2012-04-26 Translating the Common Core State Standards CCSS into an effective curriculum is at the top of many educators to do lists and this book shows you how Master teacher and curriculum specialist Kathy T Glass familiarizes teachers and curriculum designers with

the key points of the ELA Common Core Standards and demonstrates how to design effective curriculum units to align with them. She provides practical and accessible tools for developing a unit map and for making the important connections among all map components including differentiated instruction. Also included are A rationale for each component of unit and lesson design. Practical quality instruments to plan exciting content rich units of study aligned to the CCSS. Reproducible templates and examples of unit curriculum maps and sample lessons. In addition this practitioner friendly guide provides templates, exercises, rubrics and assessment tools and instructional strategies. A companion website offers helpful online resources that readers can download and use. Teachers, curriculum designers or directors, administrators, PLC members and others who plan to use the Common Core State Standards to write meaningful and effective curriculum will find valuable navigational assistance from a skilled and experienced professional throughout these pages.

Writing and Grammar: Communication in Action Pearson/Prentice Hall, Joyce Armstrong Carroll, 2004 *Resources in Education*, 1997 **Inside Out**

Dan Kirby, Dawn Latta Kirby, Tom Liner, 2004. It all begins inside inside the heads of our kids. There are ideas in there and language and lots of possibilities. Writing is a pulling together of that inside stuff. Writing is a rehearsal in meaning making. The teacher's role in all this is to support those rehearsals. The first edition of this popular textbook was born out of notes such as this that a young professor and a young high school teacher wrote to each other about the teaching of writing. Dan Kirby and Tom Liner surprised themselves and the rest of academia by writing a book that other teachers found to be both entertaining and useful. The first and second editions of *Inside Out* have helped both preservice and in-service teachers to implement practical and authentic teaching techniques in their classrooms for the last twenty plus years. Now the long awaited third edition is at hand this time with the addition of Dawn Latta Kirby's insightful work based on nearly 30 years of experience in teaching writing. Together the three authors have thoroughly updated *Inside Out* with the latest information on technology, a substantial reference section on resources and loads of new examples. And they have gone a step further: they have rethought their fundamental assumptions about literacy and learning to write and have incorporated this innovative thinking into two new opening chapters and additional revisions throughout the book. They have introduced fresh concepts, overhauled some chapters and added new ones so that the third edition includes completely new material in the chapter on expository writing, an updated chapter on poetry, additional ideas about using portfolios, publishing student writing with and without computers and working with young adult literature, all new resources in a chapter by Karen Hartman, Director of the Colorado Writing Project. Still irreverent and skeptical of the conventional wisdom about teaching and learning, still abhorring corporate strength writing pedagogies, these authors echo the voices of many teachers who remain committed to teaching to the needs of their students. Most of all they give teachers the means to prove their belief that learning to write is not just for the few or the gifted.

Writing and Grammar: Ruby level (11), 2001 State adopted textbook 2001-2007 grade 11

Teaching ESL Writing Joy M. Reid, 1993. Written specifically for graduate students studying to become teachers of

composition this text provides well documented specific information about planning curricula developing syllabi for each level of language proficiency in an ASL writing program and day to day lesson plans for all levels of ASL writing classes

Writing Framework for the 2011 National Assessment of Educational Progress United States. National Assessment Governing Board,2010 **Teaching Students who are Exceptional, Diverse, and at Risk in the General Education Classroom** Sharon Vaughn,Candace S. Bos, Jeanne Shay Schumm,2007 Based on the belief that even small accommodations make a difference in the success of students with disabilities this text provides classroom teachers with the knowledge tools and practical strategies that will empower them to spark learning in every student From students with disabilities culturally diverse students and students with limited English proficiency to economically disadvantaged students Vaughn Bos Schumm provides teachers with the tools they need in their diverse classrooms Revised to reflect recent changes in the law IDEA 2004 a new chapter on Developing Independence in Learning an all new Tech Tips features that has received rave reviews a revised chapter Managing Student Behavior that emphasizes school wide behavior management and positive behavioral support an expanded chapter on Collaborating and Coordinating with Other Professionals and Family Members with increased coverage of co teaching a revised chapter on Planning and Grouping Strategies for Special Learners that reflects an increased emphasis on grouping and expanded coverage of secondary education via chapter opening interviews new photos and new examples throughout the text *Sample Assessment Exercises Manual for Proficiency Assessment: Sample exercises* California. State Department of Education,1978 **Spotlight on Literacy 2000** ,2000 Teaching Writing Gail E. Tompkins,2008 Accessible and reader friendly this is the definitive book on teaching writing to children in grades K 8 the only title on the market to thoroughly address both the process and the product of writing Covers strategies for teaching prewriting drafting revising editing and publishing through writing workshops literature focus units and thematic units techniques for helping children develop ideas organize writing choose vocabulary apply stylistic devices and correct mechanical errors and five levels of scaffolded composition instruction modeled shared interactive guided and independent writing Addressing Process and Product NEW A Writing Workshop CD now included in every copy of the book gives you specific insight into classroom teaching in a workshop model illustrating both the writing process and product Meeting Individual Student Needs NEW How to Address Struggling Writers Problems this step by step analysis explains what issues cause writers to struggle provides clear examples of the problem and clarifies the steps to take to help writers overcome their obstacles Planning for Accountability NEW Preparing for Writing Tests this new feature will help you prepare students for high stakes testing by clearly defining each type of writing providing prompts to generate a writing sample and outlining possible pitfalls writers may face when writing in this specific genre *Yes, No, Maybe So* Jenna Kaye Lindsey,2008 **English Journal** ,2003 **Preparing Citizens** Barbara Miller,Laurel R. Singleton,1997 This handbook assists educators in improving the links among civic education curriculum instruction and assessment First person accounts

detailing teachers thoughts present a basis for tracing the evolution of assessment tasks and rubrics for evaluation Samples of student work are provided to stimulate thinking and discussion Activities for staff development programs and for individual teachers are included There are 11 chapters divided into three sections Section 1 Getting Started contains the chapters 1 Defining Authenticity in Civic Education 2 Defining Essential Learnings in Civic Education 3 Designing an Assessment Task and Scoring Rubric and 4 Using Student Work to Revise an Assessment and Instruction Section 2 Exploring Assessment Tasks includes the chapters 1 Public Issues Discussion as an Authentic Assessment 2 Assessing Socratic Seminars and Structured Academic Controversy 3 Performance Assessment Mock Trials Moot Courts Simulated Legislative Hearings and Town Meetings 4 Assessing Student Writing 5 Assessing Student Created Products or Projects and 6 Portfolios Section 3 Looking Ahead contains the chapter Issues and Challenges Teacher profiles are appended EH

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