

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 Examples

Robert J. Wright



Middle School Writing Rubric Examples:

The Middle School Writing Toolkit Tim Clifford, 2013 The Middle School Writing Toolkit addresses the 5 major writing genres that middle school students are expected to master reports persuasive essays how to procedural essays narratives and literary responses and provides 57 mini lessons and more than 200 workstation tasks to start English teachers well on their way to creating a successful writing program in the classroom **Teaching Writing With Rubrics** Laura A. Flynn, Ellen M. Flynn, 2004-03-29 What a gift I used your book from the first day Using your guidelines I am now developing my own units and rubrics Rebecca Kennerly Student Resident Teacher Program University of New Mexico Take the guesswork out of writing instruction and assessment The step by step instructions scheduling guidelines lesson plans rubric assessments and reproducible forms in this guide are the result of years of research planning and fine tuning in the classroom Inspiring student creativity while addressing standards and meeting the needs of every student has never been so easy Special features include Step by step instructions on how to set up a classroom writing program Eleven comprehensive classroom tested lesson plans Methods for adapting rubrics for high school students gifted students English Language Learners and students with learning disabilities Strategies for evaluating every step of the writing process from pre writing to final draft How to incorporate Six Trait Writing Discover the excellent writing your students can produce when provided with a rubric and challenged to do their best Once you have used the strategies and materials in this guide you may wonder how you ever got along without them **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 convert rubric scores to letter grades An updated annotated listing of recommended rubric websites is included Curriculum Design for Writing Instruction Kathy Tuchman Glass, 2004-12-09 The author's conversational style hooks and easily engages readers into the four step curriculum design process well sequenced array of design templates and lesson models synthesis of the six traits and writing process elements and integration of history social science and science content Carl Zon Standards and Assessment Consultant Coach Connections Sunnyvale CA This book effectively walks educators through the standards based lesson design process in a way that is clear compelling and achievable while simultaneously building content knowledge and extending understanding Ruth Goldhammer Coordinator Curriculum and Staff Development San Mateo County Office of Education CA Design innovative and engaging lessons and units that produce measurable gains This clever new resource

takes the reader step by step through the curriculum design process from identifying national and local standards and translating them into user friendly language to crafting meaningful writing assignments and assessments that effectively reveal student strengths and weaknesses Rooted in the six traits model of instruction and assessment and illuminated by relevant classroom examples Glass s four part process shows teachers how to Identify grade level content standards for writing Create a teacher rubric with a clear set of criteria for writing assessment Craft a student checklist that guides students through the unit and prepares them for teacher expectations Design lessons that help students achieve success Replete with tools strategies examples and reproducibles Curriculum Design for Writing Instruction is a valuable resource for any teacher who wants to boost student achievement in writing for any subject and for any grade level

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 s for 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

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

Daily Writing Prompts Just for Middle School!, 2011 **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

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

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

Educational Assessment Robert J. Wright, 2008 *Educational Tests and Measurements in the Age of Accountability* is a core text for use in a first level graduate course in educational measurement and testing In addition to covering the topics traditionally found in core textbooks for this course this text also provides coverage of contemporary topics including national testing programs international

achievement comparisons the value added assessment of schools and teachers and the public policy debate on selective admissions vs affirmative minority enrollment Portfolio Assessment for the Teaching and Learning of Writing Ricky Lam, 2018-06-26 This book provides teachers instructors scholars and administrators with a practical guide to implement portfolio assessment of writing in their work contexts Unlike most existing volumes which underscore theory building it describes and discusses several key issues concerning how portfolio assessment can be carried out in authentic classrooms with a focus on its processes reflective components task types and design scoring methods and actionable recommendations

Exemplary Instruction in the Middle Grades Diane Lapp, Barbara Moss, 2012-01-27 Offering fresh alternatives to common instructional practices that fail to get results this accessible highly practical guide highlights ways to motivate middle school students while enhancing content area learning Each chapter features an enlightening case study of a teacher whose current strategies are not supported by research describes effective instructional alternatives illustrated with concrete examples and lists online resources and lesson examples Emphasis is given to supporting critical engagement with texts and drawing on technology and new literacies The book covers specific content areas including science social studies math and literature as well as ways to teach oral literacy and writing across the curriculum 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 *Active Literacy Across the Curriculum* Heidi Hayes- Jacobs, 2014-07-10 Highly acclaimed author Heidi Hayes Jacobs shows teachers at very 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 **The Data Guidebook for Teachers and Leaders** Eileen Depka, 2006-02-13 This book offers practical methods templates and rubrics for collecting and analyzing data and includes innovative ideas for building trust including students in the process and working together 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 *The Mentoring Year* Susan Udelhofen, Kathy Larson, 2003-04-30 Overflowing with

checklists tools templates and rubrics for measuring growth toward best practice this program provides every element needed for first year induction

Assessment for Teaching Patrick Griffin, 2017-10-18 Grounded in contemporary evidence based research the second edition of Assessment for Teaching provides a comprehensive introduction to assessment and teaching in primary and secondary school settings Taking a practical approach to assessment and the collaborative use of data in the classroom this text advances a developmental model of assessment which aims to improve student outcomes through targeted teaching interventions Thoroughly revised and updated to include the latest research this edition features expanded content on collaborative teaching competence assessment learning and assessment and self regulated teaching and learning Each chapter features learning objectives reflective questions an extended exercise to link course content with classroom practice and end of chapter rubrics which help readers assess their own understanding and learning Written by a team of experts from the Assessment Research Centre at the University of Melbourne Assessment for Teaching is an essential resource for both preservice teachers and inservice teachers

Handbook of Research on Writing Instruction Practices for Equitable and Effective Teaching Hodges, Tracey S., 2022-05-27 Writing is a critical component for teaching children about advocacy and empowering student voice as well as an essential tool for learning in many disciplines Yet writing instruction in schools often focuses on traditional methods such as the composition of five paragraph essays or the adherence to proper grammatical conventions While these are two components of writing instruction and preparation in education they only provide a small glimpse into the depth and breadth of writing As such writing instruction is increasingly complex and requires multiple perspectives and levels of skill among teachers The Handbook of Research on Writing Instruction Practices for Equitable and Effective Teaching serves as a comprehensive reference of issues related to writing instruction and leading research about perspectives methods and approaches for equitable and effective writing instruction It includes practices beyond K 12 including best writing practices at the college level as well as the development of future teachers Providing unique coverage on culturally relevant writing socio and racio linguistic justice and urgent writing pedagogies this major reference work is an indispensable resource for administrators and educators of both K 12 and higher education pre service teachers teacher educators libraries government officials researchers and academicians

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