

Kid-Friendly **Persuasive** Writing Rubric

		Focus	Content	Organization	Style	Conventions
4	Advanced	You have a strong, convincing point of view. You include clear arguments with explanations supporting each argument.	You use clear and descriptive arguments that support your position. Persuasive strategies are used.	You use a logical order of arguments to persuade your audience. Transition words are used often and correctly.	You demonstrate an excellent control of language, techniques, and sentences. A clear position is supported, with excellent arguments. You are convincing!	You use a variety of sentence structures. You have very few errors in grammar, usage, spelling, and punctuation. The errors that are there do not make the writing unclear.
3	Proficient	Your point of view is convincing. You include clear arguments that have some explanations supporting each argument.	You use good arguments that support your position. Some persuasive strategies are used.	You use a logical order of arguments to persuade your audience. Some transitions are used correctly.	You demonstrate good control of language, techniques, and sentences. A position is supported by good arguments. Most of these arguments are convincing!	You use a variety of sentence structures. You have some errors in grammar, usage, spelling, and punctuation. A few of these errors may make parts of the writing unclear.
2	Basic	Your point of view is not strong enough to convince. You include arguments that have explanations, but some are not clear.	Your arguments are present, but may be unclear. This makes it difficult to support your position.	Your order of arguments is unclear or presented in a confusing way. Transition words may be used, although may not be used correctly.	Your language and sentence formation sometimes makes it difficult to understand your position and supporting arguments.	You do not use a variety of sentence structures, and some sentences may be fragments. There are many errors in grammar, usage, spelling, and punctuation.
1	Below Basic	Your point of view is not clear. You have very few explanations and arguments to support an opinion.	You use little or no arguments to support a position.	Your arguments are not organized. If transition words are used, most are not used correctly.	Your language and sentence formations are unclear. Your position is not supported with enough of an argument to convince your reader.	Many sentences are awkward or are fragments. There are many grammar, usage, spelling, and punctuation errors. These errors make the paper very difficult to read.
	Score:					
				Total Score:	out of 20 possible points	

Kid Friendly Persuasive Writing Rubric

**James M. Aseltine, Judith O.
Faryniarz, Anthony J. Rigazio-DiGilio**



Kid Friendly Persuasive Writing Rubric:

The Simple 6: A Writing Rubric for Kids Kay Davidson, 2009 *Assessment Portfolios for Elementary Students*

Milwaukee Public Schools, Kathryn Henn-Reinke, 2002 Developed by educators in Milwaukee's public schools and successfully used with over 15 000 students this book will show you how to engage your students in high quality work reveal information about your students which cannot be seen through standardized tests help students become responsible for their own academic growth The tasks and rubrics in this book will help you discover the strengths and learning needs of your students With concrete detailed examples from Kindergarten through 5th grade this book demonstrates how to implement assessment portfolios in your classroom Part I provides concrete details about how to organize implement and maintain assessment portfolios throughout the school year In Part II are assessments in reading writing and math featuring class tested scoring rubrics and samples of student work Also included are learning projects rich classroom activities requiring high quality intellectual work Part III contains student handouts and scoring sheets ready for you to distribute and use with the students in your class

Using Test Data for Student Achievement Nancy W. Sindelar, 2011-11-11 Schools are drowning in test data but many schools do little with test results other than sort students into various categories of proficiency or lack thereof Some educators feel testing has taken the joy out of teaching Others believe valuable instructional time has been lost as a result of testing Yet NCBL and other federal and state mandates have placed educators under increasing pressure to make certain all students meet standards on high stakes tests Now more than ever teachers and administrators need to embrace testing as a valuable classroom tool to guide instruction use efficient technological resources available for test scoring and analysis and profit from the benefits of test analysis to increase learning and achievement Using Test Data for Student Achievement shows educators step by step how to use test data to facilitate student learning The book combines research technology and Sindelar's experience as a teacher and administrator to provide practical and efficient ways to use test data to increase learning close achievement gaps and even raise test scores

Transparency in Assessment - Exploring the Influence of Explicit Assessment Criteria Anders Jönsson, Frans Prins, 2019-04-03 In many schools and higher education institutions it has become common practice to share assessment criteria with students Sometimes it is required for accountability purposes at other times criteria are used as a means to communicate expectations to students However the idea that explicit assessment criteria should be shared with students has been contested On the one hand research has shown that explicit criteria may positively affect student performance reduce their anxiety as well as support students use of self regulated learning strategies On the other hand there are fears that explicit criteria may have a restraining influence on students learning as well as limiting their autonomy and creativity There are also indications of students becoming more performance oriented as opposed to learning oriented when being provided with explicit assessment criteria Taken together it is not fully understood under which circumstances it is productive for student learning to share explicit assessment criteria

and under which circumstances it is not In particular empirical research on the proposed negative effects of sharing criteria with learners is limited and most fears voiced in the literature are based on individual experiences and anecdotal evidence In this book we therefore bring different perspectives on transparency in assessment together in order to further our understanding of how students are influenced by the use of explicit assessment criteria A deeper understanding of the influence of explicit assessment criteria on students understanding of criteria motivation and learning is equally imperative for future research and educational practice both of which need to go beyond individual opinions and convictions

Student and Teacher Writing Motivational Beliefs Steve Graham,Gary A. Troia,Gustaf Bernhard Uno

Skar,2024-06-21 The study of students motivational beliefs about writing and how such beliefs influence writing has increased since the publication of John Hays 1996 model of writing This model emphasized that writers motivational beliefs influence how and what they write Likewise increased attention has been devoted in recent years to how teachers motivational beliefs about writing especially their efficacy to teach writing impact how writing is taught and how students progress as writers As a result there is a need to bring together in a Research Topic studies that examine the role and influence of writing beliefs Historically the psychological study of writing has focused on what students write or the processes they apply when writing Equally important but investigated less often are studies examining how writing is taught and how teachers efforts contribute to students writing What has been less prominent in the psychological study of writing are the underlying motivational beliefs that drive or inhibit students writing or serve as catalysts for teachers actions in the classroom when teaching writing This Research Topic will bring together studies that examine both students and teachers motivational beliefs about teaching writing This will include studies examining the operation of such beliefs how they develop cognitive and affective correlates how writing motivational beliefs can be fostered and how they are related to students writing achievement By focusing on both students and teachers beliefs the Research Topic will provide a more nuanced and broader picture of the role of motivation beliefs in writing and writing instruction This Research Topic includes papers that address students motivational beliefs about writing teachers motivational beliefs about writing or teaching writing Students motivational beliefs about writing include beliefs about the value and utility of writing writing competence attitudes toward writing goal orientation motives for writing identity epistemological underpinnings writing and attributions for success failure as examples Teacher motivational include these same judgements as well as beliefs about their preparation and their students competence and progress as writers to provide additional examples This Research Topic is interested in papers that examine how such beliefs operate develop are related to other cognitive and affective variables how they are impacted by instruction and how they are related to students writing performance Submitted studies can include original research both quantitative qualitative or mixed methods meta analysis and reviews of the literature **101 Questions & Answers about Standards, Assessment, and Accountability** Douglas B. Reeves,2001 Easy to use reference book with clear answers to

today's most frequently asked questions in education today *Writing Instruction for English Learners* Eugenia Mora-Flores, 2008-10-29 Focusing on narrative expository and persuasive writing and poetry this guide provides strategies and tools to facilitate writing development for English learners in Grades 2-8 **Optimal Learning Environments to Promote Student Engagement** David J. Shernoff, 2013-05-29 Optimal Learning Environments to Promote Student Engagement analyzes the psychological, social, and academic phenomena comprising engagement, framing it as critical to learning and development. Drawing on positive psychology, flow studies, and theories of motivation, the book conceptualizes engagement as a learning experience, explaining how it occurs or not and how schools can adapt to maximize it among adolescents. Examples of empirically supported environments promoting engagement are provided, representing alternative high schools, Montessori schools, and extracurricular programs. The book identifies key innovations, including community school partnerships, technology-supported learning, and the potential for engaging learning opportunities during an expanded school day. Among the topics covered: Engagement as a primary framework for understanding educational and motivational outcomes; Measuring the malleability, complexity, multidimensionality, and sources of engagement; The relationship between engagement and achievement; Supporting and challenging the instructor's role in promoting engagement; Engagement within and beyond core academic subjects; Technological innovations on the engagement horizon. Optimal Learning Environments to Promote Student Engagement is an essential resource for researchers, professionals, and graduate students in child and school psychology, social work, educational psychology, positive psychology, family studies, and teaching/teacher education.

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 **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

Assessing and Teaching Reading Composition and Writing, 3-5, Vol. 4 K. Michael Hibbard,2013-09-27 The performance tasks in this book are linked directly to instructional strategies and include holistic rubrics analytic rubrics and assessment lists They can be photocopied and distributed to your students Included in this series are 98 performance tasks 196 assessment lists 18 holistic rubrics 30 analytic rubrics and 88 graphic organizers **Supervision for Learning** James M. Aseltine,Judith O. Faryniarz,Anthony J. Rigazio-DiGilio,2006 Traditional methods of supervision and evaluation focus on teachers inputs their lesson plans instruction and classroom management practices But what matters most is the outcome they achieve learning This book introduces Performance Based Supervision and Evaluation PBSE a data driven and teacher directed approach proven to build educators analytical and instructional capacity to address the learning needs of their students It s a move away from disconnected annual goals and outside in improvement initiatives and toward the full integration of teacher evaluation strategic professional development and school improvement planning Supervision for Learning is an important resource for school leaders looking to Honor the judgment of teachers while targeting student performance in areas of essential knowledge and skills articulated in standards Empower all teachers to use performance data as the basis for instructional decisions and monitor the effectiveness of these decisions through action research Develop meaningful collaborative relationships with and among teachers and Acquire authentic evidence of teacher and student growth Authors James M Aseltine Judith O Faryniarz and Anthony J Rigazio DiGilio explain the best practice foundations of their approach and provide guidelines for its implementation Sample artifacts and illustrative vignettes bring the PBSE process to life clarifying the supervisor s role the teachers responsibilities and the students gains You ll also find a planning and monitoring tool that maps milestones within the development and evaluation cycle along with strategies for reconciling this approach with district reporting requirements and budget realities *Advancing Writing Skills* Nancy Atlee,2005 Educational title for gifted and advanced learners [The Routledge International Companion to Educational Psychology](#) Andrew J. Holliman,2013-07-24 The Routledge International Companion to Educational Psychology brings together expert

practitioners researchers and teachers from five continents to produce a unique and global guide to the core topics in the field Each chapter includes coverage of the key thinkers topic areas events and ideas that have shaped the field but also takes the reader beyond typical textbook material and into engagement with current issues cutting edge research and future directions in the field of educational psychology from an international perspective With over 30 chapters the volume is divided into four themed sections An introduction to educational psychology How children learn and develop Issues concerning the assessment of children and Identifying and meeting the needs of children with learning difficulties Covering the key issues and fundamental strands of educational psychology The Routledge International Companion to Educational Psychology aims to provide the reader with knowledge of educational psychology history child rights and practice factors which influence children s learning and development issues to do with assessment a key aspect of educational psychology special educational needs identification and how to meet their needs the key thinkers events and ideas that have shaped the field the core topics across educational psychology in an accessible manner cutting edge research including recent research evidence and theory future directions in the field of educational psychology educational psychology from an international perspective The book is conceived for both student and researcher use and considers the implications for educational psychology practice in all sections It will be highly beneficial for both students and lecturers on Education Studies and Psychology undergraduate courses as well as combined undergraduate degrees

How to Reach and Teach Children and Teens with ADD/ADHD Sandra F. Rief, 2016-07-26 The most up to date and comprehensive vital resource for educators seeking ADD ADHD supportive methods *How to Reach and Teach Children and Teens with ADD ADHD Third Edition* is an essential guide for school personnel Approximately 10 percent of school aged children have ADD ADHD that is at least two students in every classroom Without support and appropriate intervention many of these students will suffer academically and socially leaving them at risk for a variety of negative outcomes This book serves as a comprehensive guide to understand and manage ADHD utilizing educational methods techniques and accommodations to help children and teens sidestep their weaknesses and showcase their numerous strengths This new 2016 edition has been completely updated with the latest information about ADHD research validated treatments educational laws executive function and subject specific strategies It also includes powerful case studies intervention plans valuable resources and a variety of management tools to improve the academic and behavioral performance of students from kindergarten through high school From learning and behavioral techniques to whole group and individualized interventions this indispensable guide is a must have resource for every classroom providing expert tips and strategies on reaching kids with ADHD getting through and bringing out their best Prevent behavioral problems in the classroom and other school settings Increase students on task behavior work production and academic performance Effectively manage challenging behaviors related to ADHD Improve executive function related skills organization memory time management Apply specific research based supports and interventions to enable school

success Communicate and collaborate effectively with parents physicians and agencies **Action Research for English Language Arts Teachers** Mary Buckelew,Janice Ewing,2019-03-13 Offering preservice and inservice teachers a guide to navigate the rapidly changing landscape of English Language Arts education this book provides a fresh perspective on what it means to be a teacher researcher in ELA contexts Inviting teachers to view inquiry and reflection as intrinsic to their identity and mission Buckelew and Ewing walk readers through the inquiry process from developing an actionable focus to data collection and analysis to publication and the exploration of ongoing questions Providing thoughtful and relevant protocols and models for teacher inquiry this book establishes a theoretical foundation and offers practical ready to use tools and strategies for engaging in the inquiry process in the context of teachers communities Action Research for English Language Arts Teachers Invitation to Inquiry includes a variety of examples and scenarios of ELA teachers in diverse contexts ensuring that this volume is relevant and accessible to all educators *Language Disorders* Robert E. Owens, Jr.,2022-09-15 Thoroughly updated to meet the needs of today s students in communication sciences and disorders programs Language Disorders A Functional Approach to Assessment and Intervention in Children Seventh Edition is a comprehensive overview of language disorders and clinical practice with a focus on the child s overall communication effectiveness Unlike other texts that have a disorder specific focus this book emphasizes a functional and holistic approach to assessment and intervention by shifting the perspective to how a child uses the language feature targeted and how assessment can consider language as it s used The author presents intervention methods in a system of least prompts followed by information on each area of language and literacy Generalization is foremost throughout the text Known for writing numerous bestselling textbooks related to speech language pathology the author approaches this complex subject in a practical matter while maintaining a conversational writing style that resonates with students Key Features Each chapter begins with a case example Information on children from culturally and linguistically diverse backgrounds is woven into each chapter Food for Thought boxes invite students to move beyond the text and consider the implications for assessment and intervention of the material Key terms are highlighted throughout and included in a handy glossary Numerous tables provide easy reference on the many techniques and norms Multiple appendices include additional practical information New to the Seventh Edition New and improved modern layout with color enhancements 600 new references highlighting the latest theoretical and evidence based practices Greater focus on discussions of assessment of children with culturally and linguistically diverse backgrounds New section on developmental language disorders DLD with new and more inclusive terms Increased emphasis on autism spectrum disorder ASD The chapters on language and narrative analysis have been strengthened and consolidated into one Increased number of figures and tables *Writing Workshop* Teacher Created Resources,2004-06-28 This book is perfect for busy teachers who want a comprehensive resource for teaching writing It includes lessons on the different writing genres language use and conventions and the writing process Becoming a Better Teacher Giselle O. Martin-Kniep,2000

Provides K 12 educators with information on some of the most effective teaching and learning tools available today Each of these innovations has a long history of use and has been studied and evaluated in a variety of settings Innovations were chosen because they foster a student centered classroo

The Skills That Matter Patricia M. Noonan,Amy S. Gaumer Erickson,2017-07-20 The Skills That Matter aims to prepare middle and high school teachers to increase students intrapersonal and interpersonal competencies school wide This eight chapter book presents competency specific information and tools teachers can use to support middle and high school students development of six key intrapersonal and interpersonal competencies Competencies covered in this book include self regulation goal setting self efficacy assertiveness conflict management and networking

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