

| Category                                                                                                                                                                                                                                                        | Below Standard                                                                               | Approaching Standard                                                                                                                                             | Standard                                                                                                                                                                                                                           | Exceeds Standard                                                                                                                                                                                                                                                                                                                                 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Prewrite</b><br><br><b>Idea</b><br>Where you write down your idea for your paper or project. In math this maybe what they gave the answer is before working it out.                                                                                          | Science- no hypothesis<br>Math- no answer<br>History & English- no outline                   | Science- hypothesis is unclear<br>Math- numerical answer (guess)<br>History & English- clear thesis statement outline incomplete                                 | Science- Clear & Testable hypothesis<br>Math- numerical answer and written out. (Show)<br>written out and initial justification.<br>History & English- Clear thesis statement and complete outline                                 | Science- Clear Original and testable hypothesis<br>Math- numerical answer (guess), written out and initial justification.<br>Pictorial/Visual representation.<br>History & English- Clear thesis statement, outline with clear topics and supports.                                                                                              |
| <b>Draft</b><br><br><b>Organization</b><br>Here you decide on the format. In history and English, this is essay format (paragraphs), but science and math students should "show work"—work out the problems or write out their procedure and do the experiment. | Science- no procedure<br>Math- problem not worked out<br>History & English- incomplete essay | Science- Procedure not in order or incomplete.<br>Math- problem worked out, but some steps are missing.<br>History & English- 3-4 sentence multi-paragraph essay | Science- Procedure in sequential order.<br>Math- Problem is worked out and all steps are there. Steps written out with justification<br>History & English- a coherent 3-4 sentence multi-paragraph essay with topics and supports. | Science- Methods in sequential order and includes a control and experimental group.<br>Math- Problem is worked out and all steps are there. Steps written out with justification and pictorial representation.<br>History & English- a coherent 3-4 sentence multi-paragraph essay with clear topics and supports (evidence) for each paragraph. |
| <b>Revise</b><br><br><b>Style</b><br>The revising stage is not editing. Here, students                                                                                                                                                                          | Science- Incomplete Results/Observation.<br>Math- Answer not checked.                        | Science- Writing out Results/Observation.<br>Math- Plugging in answer and check to make sure it is correct.                                                      | Science- Writing out Results, evaluating data, tying into the conclusion if their hypothesis matches the outcome.                                                                                                                  | Science- Writing out Results, evaluating data, tying into the conclusion if their hypothesis matches the outcome.                                                                                                                                                                                                                                |

# Cross Curricular Performance Cte Rubric

**Germaine L. Taggart, Sandra J.  
Phifer, Judy A. Nixon, Marilyn Wood**

## **Cross Curricular Performance Cte Rubric:**

**Foundations of Agricultural Education, Fourth Edition** B. Allen Talbert, Barry Croom, Sarah E. LaRose, Rosco Vaughn, Jasper S. Lee, 2022-05-15 Foundations of Agricultural Education Fourth Edition is designed for college students in agricultural education and others interested in agricultural education as fundamental preparation for the profession Teachers of agricultural education and those in support roles will find this book to be a helpful resource This fourth edition is updated to reflect current educational theory and practices and includes changed laws and initiatives since the third edition This updated textbook is appropriate for both introductory and advanced courses Each chapter begins with a scenario designed to engage the learner in thinking about the content of that chapter and draws from relevant research and literature Photos illustrations and tables provide greater context to key concepts and every chapter concludes with questions for review and discussion as well as additional activities designed to guide the learner into further exploration Foundations of Agricultural Education Fourth Edition is an engaging immersive guide that will help prepare the next generation of agricultural educators

**Data Information Literacy** Jake Carlson, Lisa R. Johnston, 2015-01-15 Given the increasing attention to managing publishing and preserving research datasets as scholarly assets what competencies in working with research data will graduate students in STEM disciplines need to be successful in their fields And what role can librarians play in helping students attain these competencies In addressing these questions this book articulates a new area of opportunity for librarians and other information professionals developing educational programs that introduce graduate students to the knowledge and skills needed to work with research data The term data information literacy has been adopted with the deliberate intent of tying two emerging roles for librarians together By viewing information literacy and data services as complementary rather than separate activities the contributors seek to leverage the progress made and the lessons learned in each service area The intent of the publication is to help librarians cultivate strategies and approaches for developing data information literacy programs of their own using the work done in the multiyear IMLS supported Data Information Literacy DIL project as real world case studies The initial chapters introduce the concepts and ideas behind data information literacy such as the twelve data competencies The middle chapters describe five case studies in data information literacy conducted at different institutions Cornell Purdue Minnesota Oregon each focused on a different disciplinary area in science and engineering They detail the approaches taken how the programs were implemented and the assessment metrics used to evaluate their impact The later chapters include the DIL Toolkit a distillation of the lessons learned which is presented as a handbook for librarians interested in developing their own DIL programs The book concludes with recommendations for future directions and growth of data information literacy More information about the DIL project can be found on the project s website [datainfoilit.org](http://datainfoilit.org)

**How to Get Tenure** Michael S. Harris, 2018-06-22 Helping assistant professors and pre tenure faculty balance competing obligations in teaching research and service this comprehensive book

explores the challenging path toward tenure Drawing from research literature on faculty development pedagogy and psychology How to Get Tenure covers topics such as productivity research agendas publication service and preparing a dossier Whether read from beginning to end or used as a reference this book provides clear concrete and accessible advice on the most effective and efficient strategies for navigating the inherent ambiguity of the tenure process tackling the challenges and complexity of the tenure track and building a strong case for tenure **Rubrics** Germaine L. Taggart, Sandra J. Phifer, Judy A. Nixon, Marilyn Wood, 1999-03-28 What is a rubric How can I implement them as evaluation tools How can I make better use of my existing rubrics This bestseller answers these questions providing you with all the necessary information to apply rubrics from the classroom to the administrative office Each chapter stands alone as a practical reference guide The authors cover curriculum evaluation student input into rubrics cross curricular approaches rubric categories specialty rubrics and teacher evaluation Easily adaptable samples as well as plenty of descriptive scenarios will give educators the information and confidence they need to create utilize and evaluate rubrics Scoring Rubrics in the Classroom Judith Arter, Jay McTighe, 2001 This book offers a practical approach to assessing challenging but necessary performance tasks like creative writing real world research projects and cooperative group activities **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 **How to Create and Use Rubrics for Formative Assessment and Grading** Susan M. Brookhart, 2013 Whether you re already familiar with rubrics or not this book is a complete resource for writing rubrics that assist with learning as well as assess it

Plus you ll learn how to wisely select from among the many rubrics available for classroom use      **Scoring Rubrics In The Classroom : Using Performance Criteria For Assessing And Improving Student Performance** Arter,2010-03-09 A practical guide to more effective assessment for improved student learning Learn how to be more consistent in judging student performance and help your students become more effective at assessing their own learning This book offers a practical approach to assessing challenging but necessary performance tasks like creative writing real world research projects and cooperative group activities Judith Arter and Jay McTighe experts in the field of assessment wrote Scoring Rubrics in the Classroom to help you achieve three main goals Clarify the targets of instruction especially for hard to define problem solving Provide valid and reliable assessment of student learning Improve student motivation and achievement by helping students understand the nature of quality for performances and products Each chapter is framed by an essential question and includes illustrative stories practical examples tips and cautions and a summary of key points and recommended resources for further information The resources section contains a wealth of rubrics to adopt or adapt Teachers and administrators will find this an essential resource in increasing teacher effectiveness and student performance

*Standards-based Activities with Scoring Rubrics: Performance-based projects* ,2002      **Introduction to Rubrics**  
Dannelle D. Stevens,Antonia J. Levi,2023-07-03 This new edition retains the appeal clarity and practicality that made the first so successful and continues to provide a fundamental introduction to the principles and purposes of rubrics with guidance on how to construct them use them to align course content to learning outcomes and apply them in a wide variety of courses and to all forms of assignment Reflecting developments since publication of the first edition the authors have extended coverage to include Expanded discussion on use of rubrics for grading Grading on line with rubrics Wider coverage of rubric types e g holistic rating scales Rubric construction in student affairs Pros and cons of working with ready made rubrics Using rubrics to improve your teaching and for SoTL Use of rubrics in program assessment case study Application of rubrics in the arts for study abroad service learning and students independent learning Up dated literature review

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