

Name: _____

Essay _____

Common Core State Standards Information Writing Rubric (Grades 9-10)

Goal: Write informative texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content.

	5-Exceptional	4-Developed	3-Adequate	2-Developing	1-Inadequate
Topic: Test introduces topic; organizes complex ideas, concepts, and information to make important connections; includes forecasting, graphics and multimedia when useful.	The test effectively introduces topic. The test prominently organizes complex ideas to make important connections and includes fitting forecasting, graphics and multimedia when useful.	The test clearly introduces topic. The test organizes complex ideas to make important connections and includes thoughtful forecasting, graphics and multimedia when useful.	The test introduces topic. The test generally organizes complex ideas to make important connections and includes forecasting, graphics and multimedia when useful.	The test's topic is confusing. The test's ideas are underdeveloped and over-rever forecasting, graphics and multimedia to test understanding.	The test's topic is confusing or unclear. The test is cluttered with superfluous material including
Development: Test develops topic with well-chosen, relevant and sufficient support (data, definitions, details, quotes, etc.) appropriate to the audience's knowledge of topic.	The test thoroughly develops topic with well-chosen, relevant and sufficient support that is compellingly connected to the audience's knowledge of topic.	The test clearly develops topic with well-chosen, relevant and sufficient support that is well matched to the audience's knowledge of topic.	The test develops topic with mostly well-chosen, relevant and sufficient support that sometimes fits audience's knowledge of topic.	The test's topic is underdeveloped due to insufficient and/or insufficient support that sometimes connects the audience's knowledge of topic.	The test's topic is not developed due to insufficient, insufficient and/or missing support that neglects the audience's knowledge of topic.
Organization: Test uses appropriate and varied transitions to link the major sections of a text; create coherence and clarify the relationships between ideas.	The test effectively and consistently uses appropriate and varied transitions to link the sections of text; create coherence and clearly the relationships between ideas.	The test consistently, appropriately and varied transitions to link the sections of text; create coherence and clearly the relationships between ideas.	The test mostly uses appropriate and varied transitions to link the sections of text; create coherence and clarify the relationships between ideas.	The test mostly uses appropriate transitions to link the sections of text; create coherence and clarify the relationships between ideas.	The test does not use appropriate transitions to link the sections of text; create coherence and clarify the relationships between ideas.
Language: Test uses precise language and domain-specific vocabulary to manage the complexity of topic.	The test uses sophisticated and precise language and domain-specific vocabulary to manage the complexity of topic.	The test uses thoughtful and precise language and domain-specific vocabulary to manage the complexity of topic.	The test consistently precise language and domain-specific vocabulary to manage the complexity of topic.	The test uses inconsistent language and little domain-specific vocabulary to manage the complexity of topic.	The test uses vague language and little or no domain-specific vocabulary to manage the complexity of topic.
Style/Conventions: Test consistently and effectively uses a formal style and appropriate conventions when relevant. The test consistently follows citation guidelines.	The test consistently establishes and maintains a formal style and appropriate conventions. The test consistently follows citation guidelines.	The test generally establishes and maintains a formal style and appropriate conventions. The test follows citation guidelines.	The test sometimes establishes a formal style and/or appropriate conventions. The test sometimes follows citation guidelines.	The test rarely employs a formal style and/or appropriate conventions. The test rarely follows citation guidelines.	The test does not employ a formal style and/or appropriate conventions. The test's citations are confusing or missing.
Conclusion: Test's conclusion follows from and supports the information presented.	The conclusion strongly and logically supports the information presented.	The conclusion clearly and logically supports the information presented.	The conclusion generally supports the information presented.	The conclusion only partially supports the information presented.	The conclusion does not support the information presented or is missing.

Comments:

Common Core State Standards Rubric Rst

Joe Crawford



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A Teacher's Guide to Using the Common Core State Standards With Gifted and Advanced Learners in the English/Language Arts National Assoc For Gifted Children, Todd Kettler, Elizabeth Shaunessy-Dedrick, 2021-09-23 A Teacher's Guide to Using the Common Core State Standards With Gifted and Advanced Learners in the English Language Arts provides teachers and administrators a blueprint for differentiating the Common Core State Standards for English Language Arts for gifted and advanced students through the use of acceleration depth complexity and creativity within and across grade levels. It illustrates the differences between learning experiences for typical and advanced students based on the same standard and provides an array of examples across five of the information text and literary text standards while integrating the other aspects of language arts teaching and learning. The book highlights implementation features such as classroom management and assessment of student work that allow teachers to make data-based decisions about instruction for particular students. It also offers guidance to teachers on reading selections for advanced learners at all grade levels.

Assessing Disciplinary Writing in Both Research and Practice Wright, Katherine Landau, Hodges, Tracey S., 2023-08-01 Assessing Disciplinary Writing in Both Research and Practice tackles the challenge of measuring writing skills in specific content areas which is crucial for preparing students to communicate as field experts and for their future careers. Edited by Katherine Wright, Associate Professor of Literacy and Language at Boise State University and Tracey Hodges, Founder and Lead Consultant of The Empowering Advocate, this book provides solutions by bringing together validated measures and practical assessment strategies that can be used in both research and instruction. The book's theoretical foundations cover multimodal disciplinary writing, assessing disciplinary writing versus content area writing, and using assessment as a tool for disciplinary writing instruction. Practical methods for assessing writing in social studies, science, mathematics, English, and language arts and other genres at the elementary, middle, and high school levels are included, as well as assessment strategies for specific populations of students such as undergraduate students, English learners, gifted and talented students, special needs students, and incarcerated students. This highly valued reference is essential for academic scholars, K-12 teachers, and educational researchers who want to improve writing instruction and research in content and discipline-specific areas. By providing validated measures and methods for assessing disciplinary writing, this edited book helps bridge the gap between research and practice and enables practitioners to better measure student growth and improve writing instruction. This publication is the first step towards advancing research and improving writing instruction in content and discipline-specific areas. *Literacy Assessment and Intervention for Classroom Teachers* Beverly A. DeVries, 2019-05-31 The fifth edition of this comprehensive resource helps future and practicing teachers recognize and assess literacy problems while providing practical, effective intervention strategies to help every student succeed. DeVries thoroughly explores the major components of literacy, offering an overview of pertinent research, suggested methods, and

tools for diagnosis and assessment intervention strategies and activities and technology applications to increase students skills Updated to reflect the needs of teachers in increasingly diverse classrooms the fifth edition addresses scaffolding for English language learners and offers appropriate instructional strategies and tailored teaching ideas to help both teachers and their students Several valuable appendices include assessment tools instructions and visuals for creating and implementing the book s more than 150 instructional strategies and activities and other resources New to the Fifth Edition Up to date and in line with ILA CCSS and most state and district literacy standards this edition also addresses the important shifts and evolution of these standards New chapter on Language Development Speaking and Listening covers early literacy assessment and interventions New intervention strategies and activities are featured in all chapters and highlight a stronger technology component Updated Companion Website with additional tools resources and examples of teachers using assessment strategies

Kim Bailey,Chris Jakicic,2013-07-23 Leverage teamwork to integrate the CCSS into your curriculum and build on a foundational knowledge of PLCs You ll gain a comprehensive understanding of the shifts required to implement the standards in core content areas and find valuable tips and strategies for creating strong collaborative practices Identify the essential standards determine learning targets define proficiency learn how to design rigorous assessments and more

Aligning Your Curriculum to the Common Core State Standards Joe Crawford,2012 Avoid analysis paralysis and just get started Now that most states have adopted the new Common Core State Standards the next major challenge is to simplify and implement them by 2014 That is why it is important to begin this work now Joe Crawford Milken Award winning educator and author of Using Power Standards to Build an Aligned Curriculum shares his proven process for building a viable local curriculum based on the CCSS Readers will find A system for creating local standards from the CCSS Methods for connecting the common formative assessments to quarterly instructional objectives Ways to scaffold learning expectations Examples taken from districts where CCSS is currently implemented Included are helpful charts and graphs plus access to Internet based software for mapping the CCSS to curriculum instruction and assessment Schools cannot continue to do what they have always done and expect a different result This book explains how to facilitate learning for all students while taking advantage of the new culture technology and norms of today s learning environment

Rubric Nation Michelle Tenam-Zemach,Joseph E. Flynn,2015-04-01 What is a rubric and how are they being used in teacher education and evaluation When did rubrics become ubiquitous in the field of education What impact do rubrics have on students teachers teacher educators and the educational enterprise This book is an edited volume of essays that critically examine the phenomenon of rubrics in teacher education evaluation and education more broadly Rubrics have seen a dramatic rise in use and presence over the past twenty five years in colleges of education and districts across the country Although there is a wealth of literature about how to make rubrics there is scant literature that explores the strengths and weaknesses of rubrics and the impact the rubric phenomenon is having in reshaping education The chapters included in this edited volume will

critically reflect on the contemporary contexts of rubrics and the uses and impact of rubrics in education Since rubrics have become indelible in education it is necessary for a fuller nuanced discussion of the phenomenon Creating a book that explores these aspects of rubrics is timely and fundamental to expanding the discourse on this ubiquitous evaluation tool This book is not meant to be a series of chapters dedicated to best practices for creating rubrics nor is this text meant to present all sides of the rubric discussion Rather this text intends to offer critical polemics about rubrics that can spur greater critical discussion about a phenomenon in education that has largely been unquestioned in the literature

English Language Arts, Grade 11 Module 2 PCG Education, 2015-12-18 Paths to College and Career Jossey Bass and PCG Education are proud to bring the Paths to College and Career English Language Arts ELA curriculum and professional development resources for grades 6-12 to educators across the country Originally developed for EngageNY and written with a focus on the shifts in instructional practice and student experiences the standards require Paths to College and Career includes daily lesson plans guiding questions recommended texts scaffolding strategies and other classroom resources Paths to College and Career is a concrete and practical ELA instructional program that engages students with compelling and complex texts At each grade level Paths to College and Career delivers a yearlong curriculum that develops all students ability to read closely and engage in text based discussions build evidence based claims and arguments conduct research and write from sources and expand their academic vocabulary Paths to College and Career's instructional resources address the needs of all learners including students with disabilities English language learners and gifted and talented students This enhanced curriculum provides teachers with freshly designed Teacher Guides that make the curriculum more accessible and flexible a Teacher Resource Book for each module that includes all of the materials educators need to manage instruction and Student Journals that give students learning tools for each module and a single place to organize and document their learning As the creators of the Paths ELA curriculum for grades 6-12 PCG Education provides a professional learning program that ensures the success of the curriculum The program includes Nationally recognized professional development from an organization that has been immersed in the new standards since their inception Blended learning experiences for teachers and leaders that enrich and extend the learning A train the trainer program that builds capacity and provides resources and individual support for embedded leaders and coaches Paths offers schools and districts a unique approach to ensuring college and career readiness for all students providing state of the art curriculum and state of the art implementation

Handbook of Research on Advancing Teaching and Teacher Education in the Context of a Virtual Age Zimmerman, Aaron Samuel, 2022-12-28 The possibilities of the virtual age can provide many valuable resources and opportunities for teachers preservice teachers and teacher educators However in order to utilize these resources responsibly and productively the researchers and practitioners of teaching and teacher education must better understand the new potentials and pitfalls related to teaching and learning that are present within the virtual age The Handbook of Research on Advancing Teaching and Teacher

Education in the Context of a Virtual Age focuses on the recent innovations in teaching and teacher educations as well as innovations in the curriculum and pedagogy of teacher education It deepens discussions related to how teacher education can address educational possibilities within this digital age Covering topics such as learning material adaptation teacher talent pipelines and metaverse this major reference work is a comprehensive resource for administrators and educators of both K 12 and higher education teacher educators pre service teachers government officials librarians researchers and academicians

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Reviewing **Common Core State Standards Rubric Rst**: Unlocking the Spellbinding Force of Linguistics

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