

GRADING RUBRIC

PERSONAL TIMELINE

TIMELINE RUBRIC

Name _____

CRITERIA					
	5	4	3	2	
Illustrations	The timeline contained illustrations of 5 events.	The timeline contained illustrations of 3 or 4 events.	The timeline contained illustrations of 2 or less events.	The timeline had no illustrations of events.	
Dates	All dates indicated on timeline are correct and are in the proper order.	At least 3 of the dates are not in the proper order.	At least 2 of the dates are not in the proper order.	At least 1 of the dates are not in the proper order.	
Descriptions	The student has a complete description for each event on the timeline.	The student's missing 1 or 2 descriptions of the events on the timeline.	The student's missing 1 or more descriptions of events on the timeline.	The student does not have a description for the events on the timeline.	
Presentation	Student's work is clear and engaging, using expression consistent to	Student was to present their work and speak clearly, but a bit out of focus.	Student's work is muddled or quiet, unclear for the audience to hear.	Student would not present their timeline to the class.	
				Total	

Teacher comments:



Personal Timeline Rubric

RJ Alexander



Personal Timeline Rubric:

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

Personal Project for the IB MYP 4&5 Laura England, Angela Stancar Johnson, 2018-09-24 Become an independent lifelong learner and achieve your best possible project grade while strengthening and practising your ATL skills Engage in practical explorations through a cycle of inquiry action and reflection Build ATL skills with strategies detailed examiner advice expert tips and infographics in every chapter for visual learners Clarify IB requirements with concise and clear explanations including assessment objectives and rules on academic honesty Foster the attributes of the IB learner profile with explicit reference made throughout to link with your research Progress independently through your project with advice tips and common mistakes to avoid

Reading the Whole Page Michelle Kelley, Nicki Clausen-Grace, 2012 When K 5 students understand how to read text features like bullets insets and bold print they are reading the whole page essential for deep comprehension of non fiction and fiction text In *Reading the Whole Page Teaching and Assessing Text Features to Meet K 5 Common Core Standards* seasoned educators Michelle Kelley and Nicki Clausen Grace show you how to explicitly teach K 5 students to read text features use them to navigate text and include them in their own writing The classroom proven mini lessons activities and assessment tools in *Reading the Whole Page* help you Teach relevant Common Core Reading Standards and grade level expectations Diagnose monitor and meet student needs with one of two level appropriate assessments Evaluate knowledge with a unique picture book on CD that illustrates all the text features and Monitor and guide differentiated instruction with a convenient class profile Sixty mini lessons for teaching print graphic and organizational features provide ample choices for meeting the standards while adapting to students needs Flexible lessons which follow the gradual release of responsibility model and increase in difficulty can be used within the typical ninety minute reading block during content area instruction in small groups and as part of independent practice opportunities like literacy centers Each lesson offers concept review suggestions

for differentiation assessment options and technology connections requiring students to find explore manipulate and create text features in their own writing Even more activities from text feature walks to scavenger hunts help students integrate text feature knowledge as they read The included CD provides important resources and convenient lesson supports such as interactive thinksheets that can be filled out directly on the computer visual examples of each text feature rubrics the assessment picture book and readers theatre scripts

My First Pocket Guide Carole Marsh,2001-02 Companion teacher's guide to your state's My First Pocket Guide is a great way to teach students about your state Each section is color coded for easy recognition Riddles recipes and surprising facts make this guide a delight Each 4x6 student Pocket Guide comes with complete exercises about your state This easy to use reference guide is divided into seven color coded sections including state basic facts geography history people places nature and miscellaneous information perfect for students in grades 3 and up

The Social Studies Teacher's Toolbox Elisabeth Johnson,Evelyn Ramos,2020-06-04 Social studies teachers will find classroom tested lessons and strategies that can be easily implemented in the classroom The Teacher's Toolbox series is an innovative research based resource providing teachers with instructional strategies for students of all levels and abilities Each book in the collection focuses on a specific content area Clear concise guidance enables teachers to quickly integrate low prep high value lessons and strategies in their middle school and high school classrooms Every strategy follows a practical how to format established by the series editors The Social Studies Teacher's Toolbox contains hundreds of student friendly classroom lessons and teaching strategies Clear and concise chapters fully aligned to Common Core Social Studies standards and National Council for the Social Studies standards cover the underlying research technology based options practical classroom use and modification of each high value lesson and strategy This book employs a hands on approach to help educators quickly learn and apply proven methods and techniques in their social studies courses Topics range from reading and writing in social studies and tools for analysis to conducting formative and summative assessments differentiating instruction motivating students incorporating social and emotional learning and culturally responsive teaching Easy to read content shows how and why social studies should be taught and how to make connections across history geography political science and beyond Designed to reduce instructor preparation time and increase relevance student engagement and comprehension this book Explains the usefulness application and potential drawbacks of each instructional strategy Provides fresh activities applicable to all classrooms Helps social studies teachers work with ELLs advanced students and students with learning differences Offers real world guidance for addressing current events while covering standards and working with textbooks The Social Studies Teacher's Toolbox is an invaluable source of real world lessons strategies and techniques for general education teachers and social studies specialists as well as resource specialists special education teachers elementary and secondary educators and teacher educators

Teaching Text Features to Support Comprehension Michelle Kelley,Nicki Clausen-Grace,2015-05-26 When K 5 students understand how to read text features

like diagrams bullets insets and tables they are reading the whole page essential for deep comprehension of nonfiction and fiction text In this revised edition of Reading the Whole Page Teaching and Assessing Text Features to Meet K 5 Common Core Standards seasoned educators Michelle Kelley and Nicki Clausen Grace show you how to explicitly teach K 5 students to read text features use them to navigate text and include them in their own writing The classroom proven mini lessons activities and assessment tools in Teaching Text Features to Support Comprehension help you teach relevant Common Core State Standards and grade level expectations diagnose monitor and meet student needs with one of two level appropriate assessments evaluate knowledge with a unique picture book that can be downloaded that illustrates all the text features and monitor and guide differentiated instruction with a convenient class profile Sixty mini lessons for teaching print graphic and organizational features provide ample choices for meeting the standards while adapting to students needs Flexible lessons which follow the gradual release of responsibility model and increase in difficulty can be used within the typical 90 minute reading block during content area instruction in small groups and as part of independent practice opportunities like literacy centers Each lesson offers concept review suggestions for differentiation assessment options and technology connections requiring students to find explore manipulate and create text features in their own writing Even more activities from text feature walks to scavenger hunts help students integrate text feature knowledge as they read The downloadable materials provided online include important resources and convenient lesson supports such as interactive thinksheets that can be filled out directly on the computer visual examples of each text feature rubrics the assessment picture book and readers theatre scripts

Re-Awakening the Learner Copper Stoll, Gene Giddings, 2015-10-22 Transformation of public education requires the reawakening of the sleeping giant in the room the learners Students teachers and principals develop a system of personalized mastery that challenges the current system Re Awakening the Learner Second Edition guides to just such a learning environment Continua and tools describe and assist in the journey of teachers teacher leaders and principals in partnering with learners Stakeholders identify a common moral purpose create a culture of continuous improvement and commit to infusion of students in the learning in a learner improvement cycle Common moral purpose is driven by beliefs and behaviors that support all learners to proficiency These beliefs behaviors include creating a school s culture to be ready to change trust one another to doubt current practices and develop collective efficacy This new culture supports the components of the learner improvement cycle assessment evaluation planning and learning involving the learners in each step Updates include tools and processes to assist the readers in implementation Directions templates and examples assist in realizing the future of public education Public schools must awaken to a new reality Additional key features of this updated edition include Explore a new model that empowers learners in their education Evolve through a developmental continua to becoming a personalized mastery system Determine the new skill and knowledge set needed to involve learners Utilize tools and processes that will partner with learners Ensure partnerships with learners through involvement in a new Learner

Improvement Cycle Discover a methodology for inclusion of all stakeholders Hear the voices of stakeholders going through the process Diagnose school improvement through a gap analysis at the reader's site **Computer Activities for the**

Cooperative Classroom Linda M. Schwartz, Kathlene Willing, 2001 Grade level 1 2 3 4 5 6 e k p i t Twice-Exceptional Gifted Children Beverly A. Trail, 2021-09-09 Gifted students with disabilities also referred to as twice exceptional children need the strategies in Twice Exceptional Gifted Children Understanding Teaching and Counseling Gifted Students in order to find success in the regular classroom By offering a thorough discussion of twice exceptional students based on research into how gifted students with disabilities learn the author helps teachers and education professionals develop a broad understanding of the complex issues associated with gifted students who have disabilities This comprehensive text provides an overview of who these students are how teachers can tap into their strengths and weaknesses and what educational strategies should be implemented to help these students succeed in school and beyond The book will guide a collaborative team step by step through the process of identifying students needs selecting modifications and accommodations and developing a comprehensive plan to meet the diverse needs of twice exceptional children By implementing the strategies suggested in this book teachers of twice exceptional gifted students can ensure these students do not just survive in the classroom but thrive Clinical Psychology Internship for Underrepresented Students Anatasia Kim, Abigail

Johal, 2021-08-16 This text introduces Taking Flight a year long clinical psychology internship program to be implemented for students of color and first generation college bound students The program offers hands on opportunities for participants to develop skills that will propel them to seek advanced degrees in mental health The book offers a comprehensive internship curriculum based on a culturally affirming mentorship framework that aims to increase interns exposure of clinical psychology build confidence in their ability and foster a sense of belonging as a means to inspire educational and career pursuits in the field Chapters cover topics such as common mental health concerns self reflections and insights research and clinical approaches capstone projects and presentations and integration of knowledge skills and self concept An appendix includes worksheets to utilize throughout the course of the program The program is designed to be operated within psychology departments in partnership with local high schools The text will guide mental health providers and school professionals to executing this program in the hopes of ensuring a more diverse and inclusive clinical psychology workforce

Start Seeing and Serving Underserved Gifted Students Jennifer Ritchotte, Chin-Wen Lee, Amy Graefe, 2020-10-21 2020 TAGT Legacy Book Award for Educators Winner Flexible tools help teachers see understand teach challenge and advocate for underserved gifted students The underrepresentation of students from historically marginalized populations including English language learners twice exceptional students culturally and linguistically diverse students and economically disadvantaged students in our gifted programs and services continues to be a critical issue in education The importance of a caring and committed teacher who sees and supports the potential in all learners and who respects linguistic

diversity and students cultural identity cannot be overstated yet teachers need the knowledge and training to do so This reader friendly guide meets that need promoting equity in gifted education by providing teachers with a variety of flexible tools to nurture the academic and affective growth of their gifted students from traditionally underserved populations Over fifty strategies are outlined within five chapters addressing how teachers can see understand teach challenge and advocate for their underserved gifted learners in all content areas The authors share numerous student quotes teacher anecdotes and spotlights on successful school efforts Digital downloads include all forms from the book and a PDF presentation A free PLC Book Study Guide for use in professional development is also available

Reference and Information Sources and Services for Children and Young Adults Lesley S.J. Farmer,2022-09-01 Reference and information services are more important than ever for today s young people By analyzing key features of reference and information services to young people in school and public library environments including the research behind the trends and issues librarians can make sure that those services are appropriately responsive to children and teens Based on standards and evidence based practice this book helps you to optimize those resources and services by providing guidance in assessing youth communities determining youth s information needs and information behaviors developing and maintaining age appropriate reference collections starting with the book s core list of print and online resources optimizing physical and virtual access to reference and information sources interacting with youth and facilitating their reference and information literacy skills curating and producing reference and information products dealing with relevant legal and ethical issues and planning effective library reference and information services for youth Chapter sidebar examples provide food for thought

Evidence-Based Librarianship Elizabeth Connor,2007-04-30 This book features case studies and active learning exercises related to using evidence based approaches in several types of academic libraries Evidence Based Librarianship is a vital reference to practicing librarians library science students and library science educators as it focuses on applying practice based evidence gleaned from users direct observation and research Peer reviewed case studies from leading academic librarians Active learning exercises for on the job training and library science education related to evidence based practice Detailed bibliography

The Common Core in Action Deborah J. Jesseman,2015-06-19 This book addresses Common Core State Standard curriculum resources to assist the school librarian in collaborating with classroom teachers Librarians are being asked to understand the Common Core State Standards CCSS and their implications to programming and instruction as well as to collection development planning Using lesson plans originally published in School Library Monthly this title builds upon them adding many additional plans that address CCSS issues The plans will help you implement the standards and can also be used as stepping stones to facilitate planning conversations and collaboration with teachers to co teach lessons correlated with the standards The book begins with an overview of the CCSS what they are how are they different from the content standards and what the implications are for schools where the state has adopted them including what the CCSS mean for

collection development It then goes on to explore the opportunities the CCSS present for the school librarian looking at how you can become a leader in employing the process The majority of the book is devoted to reproducible lesson plans organized by curricular area or topic and grade level for ease of use *Educational Media and Technology Yearbook 2006* Robert Maribe Branch, Michael Orey, V. J. McClendon, 2006-03-30 The 2006 volume of the 31 year old Educational Media and Technology Yearbook series continues the legacy of its predecessors It highlights the major trends of the previous year noting both renewed interest in multicultural perspectives and the ever growing interest in online learning It discusses advances in the school and library media worlds which continue to reel from budget cuts and hiring freezes It profiles two outstanding individuals Michael Molenda Associate Professor Instructional Systems Technology Indiana University Bloomington and Ron Oliver Foundation Professor of Interactive Multimedia Edith Cowan University Perth Western Australia It also identifies instructional technology related organizations and graduate programs in North America The book concludes with a mediagraphy of journals books ERIC documents journal articles and nonprint resources As a repository of so much valuable data and information it is quite simply a volume no self respecting media and technology professional should be without

Literacy and Learning in the Content Areas Sharon Kane, 2017-07-05 The 3rd Edition of Literacy Learning in the Content Areas helps readers build the knowledge motivation tools and confidence they need as they integrate literacy into their middle and high school content area classrooms Its unique approach to teaching content area literacy actively engages preservice and practicing teachers in reading and writing and the very activities that they will use to teach literacy to their own students in middle and high school classrooms Rather than passively learning about strategies for incorporating content area literacy activities readers get hands on experience in such techniques as mapping webbing anticipation guides booktalks class websites and journal writing and reflection Readers also learn how to integrate children s and young adult literature primary sources biographies essays poetry and online content communities and websites into their classrooms Each chapter offers concrete teaching examples and practical suggestions to help make literacy relevant to students content area learning Author Sharon Kane demonstrates how relevant reading writing speaking listening and visual learning activities can improve learning in content area subjects and at the same time help readers meet national content knowledge standards and benchmarks

STEM Inquiry and Its Practice in K-12 Classrooms Aik-Ling Tan, Tang Wee Teo, Jina Chang, Ban Heng Choy, 2024-03-20 Through examining the theoretical ideas of disciplinarity and disciplinary practices the book presents instructional aspects for teachers to explore when engaged with integrated STEM inquiry Are you interested to understand the difference between science inquiry and STEM inquiry Do you want to introduce integrated STEM problem solving to your students but need help with the key features of STEM inquiry This book presents in depth discussions related to the features and affordances of integrated STEM inquiry Written for K 12 teachers and teacher educators this book conceptualises STEM inquiry and integrated STEM and their enactment using three practical STEM instructional

frameworks problem centric solution design centric and user centric STEM The three STEM instructional frameworks serve as a key anchor for teachers to interpret and apply when planning various STEM lessons in meaningful practical and coherent ways Whether you are an aspiring K 12 STEM teacher or an in service teacher teaching K 12 students the ideas of integrated STEM inquiry presented in this book challenge educators to think about the principles of integrated STEM inquiry and how they can be incorporated into classroom practice and lessons

Project-Based Learning+, Grades 6-12 Jorge Valenzuela, 2023-08-26 Project Based Learning PLUS Social and Emotional Learning equals student and educator success Imagine not only helping kids reach their potential academically but as citizens in society as well In this groundbreaking new book you will learn how Take project based learning PBL in which students develop educational skills like research critical thinking and teamwork to the next level by enhancing it with personal competencies like self management social awareness and responsible decision making Written by an expert in PBL student well being and technology with different levels of educator PBL experience in mind this guide to harnessing the power of these approaches provides The five elements of the PBL Framework Tools and rubrics that help you engage all students and assess their projects Ways to align PBL with the five SEL competencies outlined by CASEL Tips for putting PBL into practice to facilitate your own teaching plans The framework described in this book grounded by research and supported by practical steps is replicable in any classroom and provides educators guidance for strengthening their instructional practice to create an empowering student experience

Shifting to Digital James A. Bellanca, Gwendolyn Battle Lavert, Kate Bellanca, 2022-01-04 Rely on Shifting to Digital to deliver clear and concise answers to all of your remote teaching questions This comprehensive guide provides specific strategies for planning high engagement instruction handling technology assessing collaboration and assignments and more You ll also gain access to a helpful list of digital tools along with online specific lessons and projects for various subjects Learn how to engage and manage multiple students online at one time Create effective lesson plans that incorporate synchronous and asynchronous instruction based on best practice cooperative learning and project based learning Gauge students executive function and increase their self direction a crucial part of online learning Understand how to best teach and support English learners and students with special needs Plan communications for students parents and guardians that address technology procedures expectations and privacy Contents Introduction Chapter 1 Technology Chapter 2 Instructional Planning Chapter 3 Document Handling Chapter 4 Mindful Engagement Chapter 5 Positive Interaction and Social Emotional Learning Chapter 6 Feedback Chapter 7 Assessment Chapter 8 Students With Special Needs Chapter 9 Communication With Parents and Guardians Epilogue Appendix Distance Learning Lesson and Project Designs References and Resources Index

Tep Vol 28-N2-3 Teacher Education and Practice, 2016-02-01 Teacher Education and Practice a peer refereed journal is dedicated to the encouragement and the dissemination of research and scholarship related to professional education The journal is concerned in the broadest sense with teacher preparation practice and policy issues related to the teaching profession as

well as being concerned with learning in the school setting The journal also serves as a forum for the exchange of diverse ideas and points of view within these purposes As a forum the journal offers a public space in which to critically examine current discourse and practice as well as engage in generative dialogue Alternative forms of inquiry and representation are invited and authors from a variety of backgrounds and diverse perspectives are encouraged to contribute Teacher Education Practice is published by Rowman Littlefield

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