



## READING ALOUD RUBRIC 2020

Name: \_\_\_\_\_

Grade: 8<sup>th</sup> B.

Mark: \_\_\_\_\_

Date: October 27<sup>th</sup>

Topic: "Dog Care: Caring for Dogs When People Don't"

Final score: /40 points.

SCORE	4	3	2	1
FLUENCY	Comfortable; Reading for experience.	Confidence shows in spots moments of enthusiasm.	Limited confidence; Timid.	No confidence yet.
	Natural, rhythmic, no awkward moments.	Reading is often fluid and meaningful.	Reading is sometimes halting.	Piece is hard to follow, with many stops and starts.
	Pauses are consistently where they should be.	Some pauses occur unnecessarily.	Sometimes the reader does not pause effectively at sentence ends, or commas.	It requires rereading to gain meaning.
	Nice inflection in voice which keeps listeners engaged.	Voice has inflection as necessary, but has monotonous spots.	Voice has sometimes inflection, but is often monotone at times.	Revision needed for expressive reading. Voice is always monotone.
VOLUME	Speaks clearly and distinctly all (100 - 95%) the time.	Speaks clearly and distinctly almost all (94 - 70%) the time.	Speaks clearly and distinctly most (69-50%) of the time.	Often mumbles or can not be understood. (Less than 49%)
	Volume is loud enough to be heard.	Volume is loud enough to be heard at least 80% of the time.	Volume is loud enough to be heard at least 60% of the time.	Volume often too soft to be heard.
PRONUNCIATION	Mispronounces no words.	Mispronounces 1 to 4 words.	Mispronounces a few words. (5 to 6)	Mispronounces many words. (more than 9)
READING PERFORMANCE	Groups words logically when reading aloud.	Usually groups words in a logical manner.	Reads word by word with no logical grouping.	Read word by word and must be assisted with some of them.
EFFORT	Can tell you practice over and over.	Can tell you practice a lot of times.	Can tell you practice only a few times.	Didn't practice as much as you can.
PUNCTUALITY	Do the presentation on the established date or send the recording before the dead line.	Send the recording a day after the dead line.	Send the recording two days after the dead line.	Send the recording more than three days after the dead line.

# Reading Textbook Evaluation Rubric

**Douglas P. Barnard, Robert W. Hetzel**



## **Reading Textbook Evaluation Rubric:**

**24 Ready-To-Go Genre Book Reports** Susan Ludwig, 2002 Engaging Activities with reproducibles rubrics and everything you need to help students get the most out of their independent reading **35 Must-have Assessment and Record-keeping Forms for Reading** Laura Robb, 2001 Reading and writing assessment made easy time saving teacher written forms and rubrics to help you know and evaluate the readers and writers in your classroom **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 **Selecting a Basal Reading Program** Douglas P. Barnard, Robert W. Hetzel, 1989 This book capitalizes on the authors longitudinal perspective in program development in approaching a K 12 reading strategy The school administrator and classroom teacher will find the book s guidelines right to the point They hit the key issues involved in selecting a reading program from forming workable and effective professional committees to conducting the essential evaluations Anyone who has been through this process will recognize the wealth of expertise required to condense what could be a ponderous and arcane task into the coherent set of steps and procedures presented in this book The graphs and tables are invaluable They will prove enormously helpful in performing each of the tasks in program selections The authors have set form a process that should enable a school district to optimize the selection and applications of resources in order to maximize pupil learning opportunity Practitioners will not be disappointed **A Research-based Evaluation of L2 Reading Textbooks** Anna Chabrowski, 2004 **Teaching Readers of English** John S. Hedgcock, Dana R. Ferris, 2018-02-13 A comprehensive manual for pre and in service ESL EFL and EIL educators who work with multilingual students at the secondary and postsecondary levels this text balances insights from reading theory and research with highly practical field tested strategies for teaching and assessing second language reading

that educators can readily adopt and adapt to suit their contexts and student populations Teaching Readers of English is a complete go to source for teaching reading and promoting classroom and professional literacies in an increasingly digital world Offering principled approaches and methods for planning and delivering effective L2 reading instruction the text includes pedagogical features such as questions for reflection further reading and resources and application activities to develop purposeful classroom reading lessons in a range of contexts Changes in the Second Edition Updated and revised chapters on formative and summative reading assessment developing vocabulary knowledge and grammatical skill and cultivating extensive reading and literary appreciation Updated information on institutional settings and reader demographics New pedagogical features in each chapter including Chapter Summaries Further Reading Reflection and Review and Application Activities A streamlined chapter sequence to enhance the text s usability

*Teaching Readers of English* John Hedgcock, Dana R. Ferris, 2009-09-10 A comprehensive manual for pre and in service ESL and EFL educators this frontline text balances insights from current reading theory and research with highly practical field tested strategies for teaching and assessing L2 reading in secondary and post secondary contexts Teaching Readers of English provides a thorough yet accessible survey of L2 reading theory and research addresses the unique cognitive and socioeducational challenges encountered by L2 readers covers the features of L2 texts that teachers of reading must understand acquaints readers with methods for designing reading courses selecting curricular materials and planning instruction explores the essential role of systematic vocabulary development in teaching L2 literacy includes practical methods for assessing L2 students proficiency achievement and progress in the classroom Pedagogical features in each chapter include questions for reflection further reading and resources reflection and review questions and application activities

[Literacy Assessment and Intervention for Classroom Teachers](#) Beverly DeVries, 2017-07-05 The fourth 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 The author thoroughly explores the major components of literacy providing an overview of pertinent research suggested methods and tools for diagnosis and assessment intervention strategies and activities and technology applications to increase students skills Discussions throughout focus on the needs of English learners offering 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

**The Reading Leadership Academy Guidebook** ,2002 **Resources in Education** ,1990-10 **Research in Education** ,1974 [Using Technology to Improve Reading and Learning](#) Colin Harrison, Bernadette Dwyer, 2014-04-01 Discover how to effectively use technology to support students literacy development New classroom uses for technology are introduced in this easy to use resource that help educators enhance students attention engagement creativity and collaboration in reading and learning Great for struggling readers this book provides

strategies for making content area connections and using digital tools to develop reading comprehension

**Ubiquitous Computing and Multimedia Applications** G.S. Tomar, William I. Grosky, Tai-hoon Kim, Sabah Mohammed, Sanjoy Saha, 2010-09-10 Advanced Science and Technology Advanced Communication and Networking Information Security and Assurance Ubiquitous Computing and Multimedia Applications are conferences that attract many academic and industry professionals The goal of these co located conferences is to bring together researchers from academia and industry as well as practitioners to share ideas problems and solutions relating to the multifaceted aspects of advanced science and technology advanced communication and networking information security and assurance ubiquitous computing and multimedia applications This co located event included the following conferences AST 2010 The second International Conference on Advanced Science and Technology ACN 2010 The second International Conference on Advanced Communication and Networking ISA 2010 The 4th International Conference on Information Security and Assurance and UCMA 2010 The 2010 International Conference on Ubiquitous Computing and Multimedia Applications We would like to express our gratitude to all of the authors of submitted papers and to all attendees for their contributions and participation We believe in the need for continuing this undertaking in the future We acknowledge the great effort of all the Chairs and the members of advisory boards and Program Committees of the above listed events who selected 15% of over 1 000 submissions following a rigorous peer review process Special thanks go to SERSC Science Engineering Research Support Society for supporting these located conferences

**Teaching College Writing to Diverse Student Populations** Dana Ferris, 2009-06-02 Statistical and anecdotal evidence documents that even states with relatively little ethnic or cultural diversity are beginning to notice and ask questions about long term resident immigrants in their classes As shifts in student population become more widespread there is an even greater need for second language specialists composition specialists program administrators and developers in colleges and universities to understand and adapt to the needs of the changing student audiences This book is designed as an introduction to the topic of diverse second language student audiences in U S post secondary education It is appropriate for those interested in working with students in academic settings especially those students who are transitioning from secondary to post secondary education It provides a coherent synthesis and summary not only of the scope and nature of the changes but of their practical implications for program administration course design and classroom instruction particularly for writing courses For pre service teachers and those new to the field of working with L2 student writers it offers an accessible and focused look at the audience issues with many practical suggestions For teacher educators and administrators it offers a resource that can inform their own decision making

**Literacy Teacher Education** Deborah G. Litt, Susan D. Martin, Nancy A. Place, 2014-02-12 Few resources exist to give literacy teacher educators a comprehensive view of effective innovative practices in their field making this uniquely practical volume an important addition to the literature Each chapter describes research findings and pedagogical methods with an emphasis on what teachers really need to know to succeed

Woven into the text are more than 30 detailed activities and assignments to support teacher development written by outstanding teacher educators Links to professional teaching standards and the Common Core State Standards are highlighted throughout Supplemental materials including forms checklists and handouts can be downloaded and printed in a convenient 8 1/2 x 11 size

**Beyond Training** Jack C. Richards,1998-02-13 Beyond Training examines the nature of second language teacher development and how teachers practices are influenced by their beliefs and principles It seeks to move discussion of language teacher development beyond the level of training which reflects a technical view of specific teaching practices Instead it takes a more holistic approach to teacher development built on the notion of the teacher as critical and reflective thinker The argument pursued throughout is that teacher education needs to engage teachers not merely in the mastery of techniques but in an exploration of the knowledge beliefs and attitudes that underly their teaching practices

Learning to Read in American Schools Richard Chase Anderson,Jean Osborn,Robert J. Tierney,1984 Learning to Read in American Schools examines critical research that offers direct implications for the design and or evaluation of text materials used in our schools today In so doing it addresses issues regarding the quality of text materials and contains specific recommendations for the improvement of reading comprehension and instruction Timely clearly written and jargon free this text is an essential handbook for school administrators reading specialists teachers in professional development programs trainers of teachers and curriculum developers It should have a profound impact on how reading is taught in American schools

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*Annual Summary of Investigations Relating to Reading* ,1991

Facing Diversity in Child Foreign Language Education Joanna Rokita-Jaśkow,Agata Wolanin,2021-04-29 This edited book uses the concept of diversity in child foreign language education as a major organizing principle Since a foreign language most typically English is taught globally to an increasing number of children the variability in the process and varied learning outcomes are inescapable phenomena This book has been constructed on the premise that heterogeneity first concerns young language learners who due to the disparity in the pace of development need appropriately tailored educational solutions and second it refers to a diversity of contexts in which learning takes place The contexts can be defined on a macroscale e g different countries mesoscale e g different institutions and microscale e g specific learner groups The book consists of four thematic strands In Part One the learner internal causes of heterogeneity of young language learners are clarified Part Two presents a sample of classroom studies in which learner variables such as gender learner preferences and special needs are taken into account Part Three looks at teaching materials and how they meet learners needs Finally Part Four highlights diversity issues that teachers should be prepared to face

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