

RECOUNT RUBRIC

Check List	Outstanding	Excellent	Great	
Setting the Scene	All the important information and lots of background information is given in a way that interests the reader.	The information written explains in detail who, what, where, when and why <u>so</u> the reader understands.	The setting includes all the information about who, what, where, when and why.	Tr ab on
Events	Events are included in chronological order that add interest and impact. The writing interests the reader because it includes personal comments.	Events are retold in time order and the recount includes more detailed information about the more interesting events.	Events are retold in time order and equal amount is written for each event.	Ev on th
Language	The writing has different sentence openings, different sentence lengths and uses lots of different linking words. It has lots of powerful adjectives and adverbs.	The recount is written in the past tense, with powerful adjectives, verbs (like I glimpsed) and connectives like <u>eventually</u> , <u>meanwhile</u> ...	The recount is written in the past tense and uses some linking words like <u>first</u> , <u>later</u> , <u>soon</u> , <u>finally</u> . The writing has some adjectives and action verbs.	Tr po lin —
Closing Statement	The closing statement is also a good summary of parts of the recount and ends the recount well.	The closing statement is <u>detailed</u> and tries to review what has been written in the recount.	An ending of the recount is written. It does not include a lot of detail, but does include some reviewing of the events.	Tr ov ha
Punctuation	Full stops, capital letters, commas, exclamation marks and question marks are all used and are all in the correct places. Reported speech may be used.	Full stops, capital letters, commas, exclamation marks and question marks are used. Most are in the right place.	Full stops, capital letters and exclamation marks are used although they may not be in the right place. A few may be missing.	Fu ha th

Recount Writing Rubric Marking Guide

Michael Brown



Recount Writing Rubric Marking Guide:

Classroom Writing Assessment and Feedback in L2 School Contexts Icy Lee, 2017-03-28 While assessment and feedback tend to be treated separately in the L2 writing literature this book brings together these two essential topics and examines how effective classroom assessment and feedback can provide a solid foundation for the successful teaching and learning of writing Drawing upon current educational and L2 writing theories and research the book is the first to address writing assessment and feedback in L2 primary and secondary classrooms providing a comprehensive up to date review of key issues such as assessment for learning assessment as learning teacher feedback peer feedback portfolio assessment and technology enhanced classroom writing assessment and feedback The book concludes with a chapter on classroom assessment literacy for L2 writing teachers outlines its critical components and underscores the importance of teachers undertaking continuing professional development to enhance their classroom assessment literacy Written in an accessible style the book provides a practical and valuable resource for L2 writing teachers to promote student writing and for teacher educators to deliver effective classroom writing assessment and feedback training Though the target audience is school teachers L2 writing instructors in any context will benefit from the thorough and useful treatment of classroom assessment and feedback in the book

35 Rubrics and Checklists to Assess Reading and Writing Adele Fiderer, 1998 Drawing on her extensive experience as a teacher the author shares quick clear and easy rubrics for accessing students work These ideas will help students learn the qualities of a good performance and give parents a detailed picture of their children s progress

Differentiated Literacy Strategies for English Language Learners, Grades 7-12 Gayle H. Gregory, Amy Burkman, 2011-10-05 100 ways to keep adolescent ELLs engaged This versatile handbook is for middle school and high school educators who need to differentiate literacy instruction for adolescent ELL students at various stages of literacy competency Adapted from the highly successful Differentiated Literacy Strategies for Student Growth and Achievement in Grades 7-12 the authors use brain based strategies and texts that appeal to older learners who may have had interrupted formal education or come from newly arrived immigrant populations More than 100 hands on tools help teachers develop students competencies in Content areas including vocabulary concept attainment and comprehension Technology such as information searching evaluation and synthesis Creative applications and 21st century skills

Language Myths and Realities Qianqian Zhang-Wu, 2021-11-15 Higher education institutions in Anglophone countries often rely on standardized English language proficiency exams to assess the linguistic capabilities of their multilingual international students However there is often a mismatch between these scores and the initial experiences of international students in both academic and social contexts Drawing on a digital ethnography of Chinese international students first semester languaging practices this book examines their challenges needs and successes on their initial languaging journeys in higher education It analyzes how they use their rich multilingual and multi modal communicative repertoires to facilitate languaging across contexts in order

to suggest how university support systems might better serve the needs of multilingual international students Leading Student Assessment Charles F. Webber, Judy L. Lupart, 2011-09-18 This book presents a new and refreshing look at student assessment from the perspective of leading educational theorists researchers and practitioners The authors call for boundary breaking assessment that reflects clear understandings of the purposes of assessment a balance of assessment creativity and realism the ability to detect solutions for assessment challenges and the capacity to question and imagine assessment alternatives The 14 chapters offer school and district educators policy makers researchers and university teacher preparation faculty with a comprehensive current overview of the state and art of student assessment Key questions are posed about assessment and critical challenges are presented along with sound evidence based solutions Student assessment is analyzed in terms of its relationship with classroom instructional practices and large scale testing programs Formative and summative assessments are compared and contrasted The role of psychological assessment in informing classroom practices is profiled along with the need for student voice in fair assessment practices Readers will be challenged to consider the ecology of student assessment that is the impact of assessment in classrooms and schools through to the macro level of globalized societies The underpinning values and assumptions of student assessment are highlighted Finally a rationale is offered for reconceptualizing and redefining assessment **Literacy for the 21st Century** Gail Tompkins, Rod Campbell, David Green, Carol Smith, 2014-08-01 Literacy for the 21st Century 2e gives students the strategies and ability to teach literacy effectively in Australian classrooms Linking the theory and research to classroom practice and with a greater emphasis on the use of digital literacies students will gain a practical understanding of teaching reading and writing Second Language Writing Ken Hyland, 2019-07-04 Provides an accessible comprehensive and practical introduction to current theory and research in second language writing and their classroom applications Resources in Education ,2000 **Idaho Administrative Code** ,2006 What English Language Teachers Need to Know Volume II Denise E. Murray, MaryAnn Christison, 2010-10-04 Designed for pre service teachers and teachers new to the field of ELT Volume II and its companion are companion textbook Volume I are volumes organized around the key question What do teachers need to know and be able to do in order for their students to learn English Volume I covers the characteristics of the context in which teachers work how English works and how it is learned and the teacher s role in the larger professional sphere of English language education Volume II covers the three main facets of teaching planning instructing and assessing The focus throughout is on outcomes that is student learning The texts work for teachers across different contexts countries where English is the dominant language one of the official languages or taught as a foreign language different levels elementary primary secondary college or university or adult education and different learning purposes general English workplace English English for academic purposes or English for specific purposes

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