

Persuasive Writing Rubric for F-2

Name: _____

Date: _____

	Exceeds Expectations (4)	Meets Expectations (3)	Working Towards Expectations (2)	Does Not Meet Expectations (1)
Opinion, Main Idea/Purpose	I have stated my opinion or purpose very clearly. I have included ideas and evidence that support my argument.	I have stated my opinion or argument. I have given reasons to support my opinion, but I have included some important details.	My opinion or argument is confusing and/or unclear to the reader. I have included 1 or 2 main reasons that don't especially support or not confusing.	I did not state an opinion or argument. I did not give any reasons to support my opinion or the topic.
Organization	My writing has an exciting opening, an interesting body with satisfying conclusion.	My writing has an beginning, middle, and end.	My writing is clearly organized, but I cannot find just one idea that goes together.	My writing is disorganized and harder to understand because I put too many ideas together in the same way.
Voice	My writing sounds like me and is full of persuasive words and examples. It is so clear that I have about my argument.	My writing sounds like me and has many persuasive words and examples throughout.	My writing sounds like I like the idea of writing but I cannot find one persuasive word and example.	My writing sounds like I could have been told to write where I am and I don't like the topic.
Word Choice	My writing has lots of new, exciting and descriptive words.	My writing has some new, exciting and descriptive words and some ordinary words.	My writing has a few new, exciting and descriptive words but also lots of ordinary or repeated words.	I use the same words over and over again. Some words may be confusing or might not make sense.
Sentence Fluency	My writing has a variety of sentence types. All of my sentences are clear and precise, including different lengths and beginnings.	My writing has well developed sentences with different lengths and beginnings.	My writing has some proper sentences with different lengths and beginnings but some are short or don't work or don't sound.	My sentences do not use different lengths and they are often incomplete or confusing, making my writing harder to follow and understand.
Handwriting and Spelling	I have filled all of my lines neatly without too many spaces between what the words look like writing.	I have filled most of my lines neatly and have used finger spaces.	I have filled some of my lines neatly and have used some finger spaces.	My writing is difficult to read, many of my letters are not there and my words have not used proper finger spaces between words.

Is the paper mostly in	My writing shows that I have used the correct spelling for some right words. Some correct words are spelled correctly or phonetically. Some spelling is incorrect with a little of missing or the order.	My writing shows that I have used the correct spelling for some right words. Some correct words are spelled correctly or phonetically. Some spelling is incorrect with a little of missing or the order.
Is the paper a mix of different kinds of words?	Some of my sentences have correct ending punctuation. I have used my body the same of my five letters and punctuation and punctuation but there also used capital letters.	My writing shows that I have used correct ending punctuation. I have used my body the same of my five letters and punctuation and punctuation but there also used capital letters.
Does the paper	My writing has some correct details and I have used some.	My writing shows that I have used correct details and I have used some.



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Rubric For Assessing Persuasive Writing Year

Charlotte Danielson



Rubric For Assessing Persuasive Writing Year :

Assessment Portfolios for Elementary Students Milwaukee Public Schools, Kathryn Henn-Reinke, 2002 Developed by educators in Milwaukee's public schools and successfully used with over 15 000 students this book will show you how to engage your students in high quality work reveal information about your students which cannot be seen through standardized tests help students become responsible for their own academic growth The tasks and rubrics in this book will help you discover the strengths and learning needs of your students With concrete detailed examples from Kindergarten through 5th grade this book demonstrates how to implement assessment portfolios in your classroom Part I provides concrete details about how to organize implement and maintain assessment portfolios throughout the school year In Part II are assessments in reading writing and math featuring class tested scoring rubrics and samples of student work Also included are learning projects rich classroom activities requiring high quality intellectual work Part III contains student handouts and scoring sheets ready for you to distribute and use with the students in your class *Handbook on Assessments for Gifted Learners* Susan K. Johnsen, Joyce VanTassel-Baska, 2022-07-19 This essential handbook is a comprehensive and systematic examination of the assessment of gifted and advanced students and their programs and a must have resource for coordinators and directors at state and local levels Handbook on Assessments for Gifted Learners explores issues associated with building an effective identification system clarifies and interprets the need for targeted learning progress assessments for gifted learners and discusses program evaluation assessments and processes used to gauge programs success Engaging chapters written by both academic and practitioner experts provide research based practical ideas for identifying and measuring the progress of gifted and advanced learners Readers will benefit from informed recommendations stemming from current research conducted specifically for this text **Literacy Assessment and Metacognitive Strategies** Stephanie L. McAndrews, 2020-06-25 Packed with useful tools this practitioner guide and course text helps educators assess and teach essential literacy skills and strategies at all grade levels PreK 12 All six literacy modalities are addressed listening speaking reading writing viewing and visually representing Chapters on specific literacy processes integrate foundational knowledge assessments and strategies for students who need support in literacy including English language learners Presented are dozens of authentic assessments along with differentiation ideas In a large size format for easy photocopying the book features more than 70 reproducible assessment forms and resources Purchasers get access to a webpage where they can download and print the reproducible materials *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 K12 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 **How to Assess Higher-order Thinking Skills in Your Classroom** Susan M. Brookhart,2010 Covers how to develop and use test questions and other assessments that reveal how well students can analyze reason solve problems and think creatively

Resources in Education ,2000-04 **Measuring Writing: Recent Insights into Theory, Methodology and Practice** Elke van Steendam,Marion Tillema,Gert Rijlaarsdam,Huub van den Bergh,2012-11-20 This volume provides a state of the art overview of theory methodology and practices in the assessment of writing The focus throughout the book is on the construct of writing and its assessment what constitutes writing ability and how can it be defined in various contexts This question cannot be answered without looking into the methodological question of how to validate and measure the construct of writing ability Throughout the book therefore discussions integrate theoretical and methodological issues A number of chapters discusses whether varying definitions and varying operationalizations of writing ability are needed in various contexts such as formative assessments versus summative assessments large scale assessments versus individual assessments different tasks different genres and different languages but also different age groups A range of rating methods is investigated and discussed in this book The ongoing debate on holistic versus analytic ratings and the different underlying conceptions of writing proficiency is a pertinent matter on which a number of chapters in this volume shed new light The matter is discussed and analyzed from various angles such as generalizability of judgements and usability in formative contexts Another fundamental debate concerns computer scoring of written products A nuanced discussion of its validity is presented in this volume **Assessing Performance** Robert L. Johnson,James A. Penny,Belita Gordon,2008-10-10 A comprehensive resource for assessment practitioners this book provides step by step guidance for developing administering scoring and validating a range of performance tasks including literacy and other types of proficiency assessments The authors explore how to establish the purpose of the assessment and how to develop scoring tools train raters reduce rater bias review scores

and report results and use item level and test level analyses to optimize reliability and validity Clearly written and well organized the book includes many practical examples and accessible explanations of concepts and statistical procedures It encompasses the breadth of applications of performance assessment today from educational testing and the credentialing of professionals to research and program evaluation User friendly features include Checklists of activities to complete at each stage of a performance assessment End of chapter questions to facilitate self study Annotated suggestions for further reading A quick reference glossary of terms Examples drawn from multiple educational and professional licensure contexts Gwen Doty,2011-09-01 Learn how to create relevant and appropriate assessments throughout the learning cycle so your students will have ample opportunity to show competence in ways that make sense to them and are in accordance with their readiness levels This model regards assessment as part of a cycle of continuous learning by both teachers and students that results in all students meeting expected standards **The Handbook for Enhancing Professional Practice** Charlotte Danielson,2008 Ready to use forms and instruments offer sound advice and step by step procedures for how teachers and other school staff can incorporate the framework for professional practice into their work Includes guidance and tools for evaluation by self mentors and supervisors *Great Genre Writing Lessons* Heather Clayton,2003 Guide students through each step of the writing process from selecting topics to publishing polished pieces Step by step lessons and reproducibles cover five genres how to pieces fictional and personal narratives informational reports and essays and persuasive writing Teachers will also find graphic organizers rubrics and checklists examples of students writing extension activities and helpful hints for managing writers workshop For use with Grades 4 8 **Enhancing Instructional Problem Solving** John C. Begeny,Ann C. Schulte,Kent Johnson,2012-05-09 This book presents a schoolwide model of instructional support designed to make the most of available time resources and personnel one that is also fully compatible with other problem solving models such as response to intervention The authors provide a comprehensive and cohesive framework for linking assessment and intervention They show how to interweave evidence based instruction with targeted professional development and other components that support improved learning outcomes for all K 8 students Helpful tables describe dozens of research based assessments and interventions in reading writing and math In a large size format with lay flat binding to facilitate photocopying the volume includes more than 20 reproducible worksheets and forms The companion website features additional reproducibles and supplemental materials for use in conjunction with the book This book is in The Guilford Practical Intervention in the Schools Series *NAGC Pre-K-Grade 12 Gifted Education Programming Standards* Susan, K. Johnsen,Debbie Dailey,Alicia Cotabish,2022-01-31 The Pre K Grade 12 Gifted Education Programming Standards should be part of every school district s repertoire of standards to ensure that the learning needs of advanced students are being met The new edition of this popular book helps schools understand the updates to the standards which have a renewed emphasis on equity and inclusion The six standards focus on student outcomes in learning and development assessment curriculum

planning and instruction learning environments programming and professional learning updated from professional development used in the 2010 version This book details these standards and provides suggestions for implementing each one It also includes sample assessments of student products and performances which will assist schools in developing program and service evaluation benchmarks This book is a must have for school leaders and gifted education professionals who want to offer the most effective services for gifted and advanced students It is a service publication of the National Association for Gifted Children Washington DC This designation indicates that this book has been jointly developed with NAGC and that this book passes the highest standards of scholarship research and practice

Quality Instruction and Intervention Strategies for Secondary Educators Brittany L. Hott, 2023-03-17 Quality Instruction and Intervention Strategies for Secondary Educators offers a summary of evidence based instruction followed by the most up to date empirically validated interventions for students with and at risk for disabilities in grades 6 12 Featuring key questions case studies essential vocabulary and tools that can be used in the classroom this practical text is ideal for pre and in service teachers After reading this book general and special educators alike will be able to describe the components of effective instruction and intervention in each of the content areas reading mathematics writing science and social studies access empirically validated materials and locate resources for continued learning

Designing and Using Rubrics for Reading and Language Arts, K-6 Joan F. Groeber, 2007 A valuable resource for teachers who use authentic assessment to support student learning Helpful for new teachers teachers new to using authentic assessments and experienced teachers looking for new ideas Barbara A Bradley Assistant Professor of Teaching and Leadership University of Kansas An excellent resource for classroom teachers assessment specialists staff developers and curriculum developers The information is comprehensive teacher friendly and easy to use making the book a valuable tool in the classroom Tracy Taylor Callard English Language Arts Teacher Wichita Collegiate School Wichita KS Enhance literacy instruction using a proven assessment tool rubrics Rubrics are essential tools for providing effective instruction and assessing student achievement Literacy consultant Joan Groeber provides educators with a teacher friendly step by step guide for creating and using rubrics to assess a wide range of literacy skills Groeber's approach helps ensure that students gain a clear understanding of teacher expectations and assume a greater responsibility for their own learning Offering an overview of rubrics as instructional tools with methods and strategies for developing them the revised edition includes Expanded guidelines for creating rubrics More than 40 time saving preconstructed model rubrics covering key literacy skills Rubrics at both primary and intermediate grade levels Strategies for introducing rubrics to students and suggestions for using the rubrics New rubrics that reflect the expanding field of literacy education including information literacy and technology use Using this comprehensive resource teachers can design rubrics to meet their specific classroom needs giving students the opportunity to identify and achieve high levels of performance

Validity, Reliability and Efficiency of Comparative Judgement to Assess Student Work Sven De Maeyer, Tine Van Daal, Renske

Bouwer, Marije Lesterhuis, Eva Hartell, 2023-01-13 *The Writing Triangle* Graham Foster, 2010 Get a fresh look at your tired writing process This practical book offers specific planning revision and assessment strategies for lively and effective writing in a variety of forms description exposition formal e mail messages exploratory writing and more **Educational Measurement** Robert L. Brennan, 2023-10-03 Educational Measurement has been the bible in its field since the first edition was published by ACE in 1951 The importance of this fourth edition of Educational Measurement is to extensively update and extend the topics treated in the previous three editions As such the fourth edition documents progress in the field and provides critical guidance to the efforts of new generations of researchers and practitioners Edited by Robert Brennan and jointly sponsored by the American Council on Education ACE and the National Council on Measurement in Education the fourth edition provides in depth treatments of critical measurement topics and the chapter authors are acknowledged experts in their respective fields Educational measurement researchers and practitioners will find this text essential and those interested in statistics psychology business and economics should also find this work to be of very strong interest Topics covered are divided into three subject areas theory and general principles construction administration and scoring and applications The first part of the book covers the topics of validation reliability item response theory scaling and norming linking and equating test fairness and cognitive psychology Part two includes chapters on test development test administration performance assessment setting performance standards and technology in testing The final section includes chapters on second language testing testing for accountability in K 12 schools standardized assessment of individual achievement in K 12 schools higher education admissions testing monitoring educational progress licensure and certification testing and legal and ethical issues **Collaborative Strategies for Teaching Reading Comprehension** Judi Moreillon, 2007-02-26 Presents a collection of collaborative strategies for classroom teachers and librarians designed to help improve students reading comprehension *Action Research for English Language Arts Teachers* Mary Buckelew, Janice Ewing, 2019-03-13 Offering preservice and inservice teachers a guide to navigate the rapidly changing landscape of English Language Arts education this book provides a fresh perspective on what it means to be a teacher researcher in ELA contexts Inviting teachers to view inquiry and reflection as intrinsic to their identity and mission Buckelew and Ewing walk readers through the inquiry process from developing an actionable focus to data collection and analysis to publication and the exploration of ongoing questions Providing thoughtful and relevant protocols and models for teacher inquiry this book establishes a theoretical foundation and offers practical ready to use tools and strategies for engaging in the inquiry process in the context of teachers communities *Action Research for English Language Arts Teachers Invitation to Inquiry* includes a variety of examples and scenarios of ELA teachers in diverse contexts ensuring that this volume is relevant and accessible to all educators

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