

Grades 6-8 Expository Writing Evaluation Rubric

New York State Grade 6-8 Expository Writing Evaluation Rubric

CRITERIA	COLL	SCORE				
		4 Essays at this level:	3 Essays at this level:	2 Essays at this level:	1 Essays at this level:	0 Essays at this level:
CONTENT AND ANALYSIS: the extent to which the essay conveys complex ideas and information clearly and accurately in order to support claims in an analysis of topic or text	W.2 R.1-2	—clearly introduce a topic in a manner that is compelling and follows logically from the task and purpose —demonstrate insightful analysis of the text(s)	—clearly introduce a topic in a manner that follows from the task and purpose —demonstrate grade-appropriate analysis of the text(s)	—introduce a topic in a manner that follows generally from the task and purpose —demonstrate a basic comprehension of the text(s)	—introduce a topic in a manner that does not logically follow from the task and purpose —demonstrate little understanding of the text(s)	—demonstrate a lack of comprehension of the text(s) or task
COMMAND OF EVIDENCE: the extent to which the essay presents evidence from the provided texts to support analysis and reflection	W.3 R.1-2	—develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from the text(s) —sustain the use of varied, relevant evidence	—develop the topic with relevant facts, definitions, details, quotations, or other information and examples from the text(s) —sustain the use of relevant evidence, with some lack of variety	—partially develop the topic of the essay with the use of some factual evidence, some of which may be irrelevant —use relevant evidence with inconsistency	—demonstrate an attempt to use evidence, but only develop ideas with minimal, occasional evidence which is generally misused or irrelevant	—provide no evidence or provide evidence that is completely irrelevant
COHERENCE, ORGANIZATION, AND STYLE: the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language	W.2 L.1 L.6	—exhibit clear organization, with the skillful use of appropriate and varied transitions to create a unified whole and enhance meaning —establish and maintain a formal style, using grade-appropriate, stylistically sophisticated language and domain-specific vocabulary with a notable sense of voice —provide a concluding statement or section that is compelling and follows clearly from the topic and information presented	—exhibit clear organization, with the use of appropriate transitions to create a unified whole —establish and maintain a formal style using precise language and domain-specific vocabulary —provide a concluding statement or section that follows from the topic and information presented	—exhibit some attempt at organization, with inconsistent use of transitions —establish but fail to maintain a formal style, with inconsistent use of language and domain-specific vocabulary —provide a concluding statement or section that follows generally from the topic and information presented	—exhibit little attempt at organization, or attempts to organize are irrelevant to the task —lack a formal style, using language that is imprecise or inappropriate for the text(s) and task —provide a concluding statement or section that is illogical or unrelated to the topic and information presented	—exhibit no evidence of organization —use language that is predominantly imprecise or copied directly from the text(s) —do not provide a concluding statement or section
CONTROL OF CONVENTIONS: the extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling	W.2 L.1 L.2	—demonstrate grade-appropriate command of conventions, with few errors	—demonstrate grade-appropriate command of conventions, with occasional errors that do not hinder comprehension	—demonstrate emerging command of conventions, with some errors that may hinder comprehension	—demonstrate a lack of command of conventions, with frequent errors that hinder comprehension	—are minimal, making assessment of conventions unreliable

- If the prompt requires two texts and the student only references one text, the response can be scored no higher than a 2.
- If the student writes only a personal response and makes no reference to the text(s), the response can be scored no higher than a 1.
- Responses totally unrelated to the topic, illogical, incoherent, or blank should be given a 0.
- A response totally copied from the text(s) with no original student writing should be scored a 0.

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Resisting Reform Kjersti VanSlyke-Briggs, Elizabeth Bloom, Danielle Boudet, 2015-04-01 This book is a poignant celebration of grassroots empowerment as our contributors people who just a short time ago thought of themselves as ordinary citizens document their call to action when their children and their profession are on the line Practicing teachers and parents who see the direct impact of education reform on young people and are looking for straightforward and accessible information to help them understand what is happening and acquire the tools for resistance will find direction in this text Providing inspiration as well as practical guidance on how to become active in reclaiming education this book covers topics including the corporate takeover of education high stakes testing Common Core Standards teacher preparation grassroots activist responses and much more *Reclaiming English Language Arts Methods Courses* Jory Brass, Allen Webb, 2014-09-04 *Reclaiming English Language Arts Methods Courses* showcases innovative work in teacher education that fosters teachers capacities as reflective practitioners and public intellectuals extends traditional boundaries of methods courses on teaching the English language arts literacy children s and young adult literature and embodies democratic and critical politics that go beyond the reductive economic aims and traditional classroom practices sanctioned by educational policies and corporate educational reforms Featuring leading and emerging scholars in English language arts teacher education each chapter provides rich and concrete examples of elementary and secondary methods courses rooted in contemporary research and theory on line resources and honest appraisals of the possibilities tensions and limits of doing teacher education differently in a top down time of standards based education high stakes testing teacher assessment and neoliberal education reforms This book offers important resources and support for teacher educators and graduate students to explore alternative visions for aligning university methods courses with current trends in English and cultural studies critical sociocultural literacy new literacies and web 2 0 tools and teaching the English language arts in multiethnic multilingual and underserved urban communities *A School Leader's Guide to Implementing the Common Core* Gloria D. Campbell-Whately, David M. Dunaway, Dawson R. Hancock, 2016-02-05 This accessible resource addresses the problems challenges and issues that general and special education leaders frequently face on a day to day basis in implementing the Common Core standards in their schools Grounded in best practices from current literature this text provides leaders with practical solutions to working with teachers and differentiating instruction for all students including students with special needs ESL and ELL learners *A School Leader s Guide to Implementing the Common Core* presents a cohesive framework and offers viable options for effective inclusive instruction based on students varied learning needs Special Features Vignettes and Research Based Practical Tips offer concrete connections to school contexts and illustrate practical applications Explores current trends in Universal Design for Learning UDL Multi tiered Systems of Support MTSS and Response to Intervention RTI and how they relate to the Common Core Standards Guides leaders through the development of effective policies for

culturally responsive instruction in the classroom *The SAGE Guide to Educational Leadership and Management* Fenwick W. English, 2015-01-29 The SAGE Guide to Educational Leadership and Management allows readers to gain knowledge of educational management in practice while providing insights into challenges facing educational leaders and the strategies skills and techniques needed to enhance administrative performance This guide emphasizes the important skills that effective leaders must develop and refine including communication developing teams coaching and motivating and managing time and priorities While being brief simply written and a highly practical overview for individuals who are new to this field this reference guide will combine practice and research indicate current issues and directions and choices that need to be made Features Benefits 30 brief signed chapters are organized in 10 thematic parts in one volume available in a choice of electronic or print formats designed to enable quick access to basic information Selective boxes enrich and support the narrative chapters with case examples of effective leadership in action Chapters conclude with bibliographic endnotes and references to further readings to guide students to more in depth presentations in other published sources Back matter includes an annotated listing of organizations associations and journals focused on educational leadership and administration and a detailed index This reference guide will serve as a vital source of knowledge to any students pursuing an education degree as well as for individuals interested in the subject matter that do not have a strong foundation of the topic

Common Core English Language Arts in a PLC at Work®, Leader's Guide Douglas Fisher, Nancy Frey, 2013-03-15 Professional development embedded within the PLC culture is vital to successfully implementing the Common Core State Standards Integrate the CCSS for English language arts into your school's instruction curriculum assessment and intervention practices with this straightforward resource Using specific leader driven examples and scenarios discover the what and how of teaching so you can ensure students master the standards *A Case for Change in Teacher Preparation* Julie Gorlewski, Amanda Winkelsas, Suzanne N. Rosenblith, Corrie Stone-Johnson, Elisabeth Etopio, David Gorlewski, Tiffany Karalis Noel, Bobbie Finocchio, Amanda Seccia, Ling Zhai, Erin Kearney, Xiufeng Liu, Nooshin Shafaei, Tanika Shedrick, 2021-08-19 Why are preservice teachers often told by veteran teachers to forget what you learned in teacher preparation programs Why is there a gap between pedagogical practices employed at schools and those taught at colleges and universities And why after evidence from countless studies are there still so few teachers of color working in our rapidly diversifying schools These questions are addressed in this book which describes a reconceptualized teacher preparation program based on a teacher residency model This model is grounded in three core beliefs first that teacher quality is a shared responsibility between universities and school districts second that all students have a right to high quality teachers who are as racially ethnically and linguistically diverse as the students they teach and third that for education to be transformative future educators must have the right balance of theoretical knowledge and practical experiences grounded in specific contexts Through a combination of rich description and qualitative and quantitative program data the authors make

the case that university programs focused on the communities they serve can ensure more effective learner ready teachers who remain in the profession longer By providing a detailed blueprint for program development the contents of this book will be of value and interest to educational leaders policy makers and researchers **Jim Trelease's Read-Aloud Handbook** Jim Trelease,Cyndi Giorgis,2019-09-03 The classic million copy bestselling handbook on reading aloud to children revised and updated for a new generation of readers Recommended by Dear Abby upon its first publication in 1982 millions of parents and educators have turned to Jim Trelease s beloved classic for more than three decades to help countless children become avid readers through awakening their imaginations and improving their language skills Jim Trelease s Read Aloud Handbook updated and revised by education specialist Cyndi Giorgis discusses the benefits the rewards and the importance of reading aloud to children of a new generation Supported by delightful anecdotes as well as the latest research an updated treasury of book recommendations curated with an eye for diversity Jim Trelease s Read Aloud Handbook offers proven techniques and strategies for helping children of all backgrounds and abilities discover the pleasures of reading and setting them on the road to becoming lifelong readers User's Guide for the Information Center on Education, New York State Department of Education, Basic Educational Data Systems Personnel Master File, 1968-1981 ,1993 Meeting the Psychoeducational Needs of Minority Students Craig L. Frisby,2013-03-11 Dr Frisby focuses a bright light on issues that often remain obscured in a fog of polemics deeply held convictions and genuine concern for the plight of minority students Meeting the Psychoeducational Needs of Minority Students cuts through this fog with intense sharp clear thinking and data driven conclusions Jeffrey P Braden PhD Professor of Psychology and Dean of the College of Humanities and Social Sciences North Carolina State University Going beyond superficial feel good or feel bad ideologies to probe what really makes a difference in meeting the needs of often underserved populations Craig Frisby provides a comprehensive rigorous well written and entertaining honest work that addresses the intersection of race ethnicity and education Betty Henry PhD School Psychologist California School for the Blind Dr Frisby makes a perceptive and incisive assessment of much of the multicultural ideology currently propagated in professional psychology and education and directly confronts some of the major issues surrounding multiculturalism Unlike many other critiques that have been proffered over the last few decades however Meeting the Psychoeducational Needs of Minority Students also provides many concrete solutions for how to begin changing the current milieu A Alexander Beaujean PhD Associate Professor Baylor University A practical research based guide to facilitating positive educational outcomes for racial ethnic and language minority students This timely book is written from the perspective of contemporary school psychology for a variety of school personnel including school psychologists teachers guidance counselors and administrators with coverage of The problem of quack multiculturalism Home and family Context for school learning General cognitive ability learning and instruction Testing and assessment School discipline and behavior management Crime delinquency and gangs School district resources *Handbook of College*

Reading and Study Strategy Research Rona F. Flipppo, Thomas W. Bean, 2018-06-12 The most comprehensive and up to date source available for college reading and study strategy practitioners and administrators the Third Edition of the Handbook of College Reading and Study Strategy Research reflects and responds to changing demographics as well as politics and policy concerns in the field since the publication of the previous edition In this thorough and systematic examination of theory research and practice the Handbook offers information to help college reading teachers to make better instructional decisions justification for programmatic implementations for administrators and a complete compendium of both theory and practice to better prepare graduate students to understand the parameters and issues of this field The Handbook is an essential resource for professionals researchers and students as they continue to study research learn and share more about college reading and study strategies Addressing current and emerging theories of knowledge subjects and trends impacting the field the Third Edition features new topics such as disciplinary literacy social media and gaming theory

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