

Scoring Rubric for Kentucky On-Demand Writing

4 Points:

Writers at this score point level display consistent, though not necessarily perfect, writing skill, resulting in effective communication.

- The writer establishes and maintains focus on audience and purpose and effectively engages the audience by providing relevant background information necessary to anticipate its needs.
- The writer consistently **develops ideas** with depth and complexity to provide insight, support, and clarification of the topic. The writer consistently develops ideas using appropriate and effective examples, details, facts, explanations, descriptions, or arguments. In grades 5 and 6, writers may address counterclaims in support of opinion and argument; in grades 8, 10 and 11, counterclaims are addressed effectively to help support arguments. The writer may use a variety of techniques or approaches.
- The writer consistently **organizes** the writing by using a logical progression of ideas that flows within and between paragraphs. The writer consistently uses a **variety of sentence lengths and structures**. The writing includes a variety of transitional words and phrases that connects ideas and guides the reader. The writer uses appropriate organizational techniques (e.g., comparison/contrast, cause/effect, order of importance, reasons/explanations).
- The writer maintains an appropriate voice or tone. The writer consistently **chooses words** that are appropriate to the intended audience and purpose of the writing. The writer consistently uses correct **grammar, usage, and mechanics** (e.g., spelling, punctuation, capitalization) to communicate effectively and clarify the writing.

3 Points:

Writers at this score point level display adequate writing skill, resulting in effective, though not consistent, communication.

- The writer adequately establishes focus on the intended audience and purpose, but may not consistently maintain this focus, losing sight of audience or purpose on occasion. The writer provides adequate background information that generally anticipates audience needs.
- The writer **develops ideas** with adequate support, and clarification of the topic through examples, details, facts, explanations, descriptions, or arguments. In supporting arguments and opinions, the writer in grades 5 or 6 may address counterclaims; the writer in grades 8, 10 and 11 addresses or considers counterclaims. The writer may use different techniques or approaches, but some are less successful than others; one technique may be prominent.
- The writer adequately **organizes** the writing by using a logical progression of ideas that generally flows from idea to idea, though connections between some ideas are less clear on occasion. The writer displays **variety in sentence lengths and structures**. The writing includes transitional words and phrases that generally guide the reader. The writer generally maintains organizational techniques, but organization and connection of ideas may become less clear on occasion.
- The writer may have occasional lapses in language that cause voice or tone to weaken. The writer **chooses words** that are generally appropriate for the intended audience and writing purpose. The writer adequately demonstrates correct **grammar, usage, and mechanics** (e.g., spelling, punctuation, capitalization) to communicate. A few errors may occur that do not impede understanding.

On Demand Writing Training In Ky

Wayne Sailor



On Demand Writing Training In Ky:

International Teacher Judgement Practices Val Klenowski, 2017-10-02 Human judgements underlie all assessments regarding the quality of students' understandings and such judgements are conceptually complex and elusive. The study of the complexity of the judgement process is in its infancy but clearly warrants further critical investigation. However, what is demonstrated from the wide variety of international teacher judgement practices presented in this volume is that teacher judgement requires a lot more than a set of standards, criteria and annotated examples. Understandings of assessment theory by pre-service teachers through to more experienced teachers and opportunities for all to critically reflect and consider their judgements of student work are vital. Teachers are struggling to maintain their interpretive freedom at the local professional level in contexts where central policies promote standardisation or regulation of judgement practice for accountability purposes. This book was originally published as a special issue of *Assessment in Education: Principles, Policy, Practice*.

Beyond the Bubble Test Linda Darling-Hammond, Frank Adamson, 2014-05-14 Performance assessment is a hot topic in school systems and educators continue to analyze its costs, benefits and feasibility as a replacement for high stakes testing. Until now, researchers and policymakers have had to dig to find out what we know and what we still have to learn about performance assessment. *Beyond the Bubble Test: How Performance Assessments Support 21st Century Learning* synthesizes the latest findings in the field and not a moment too soon. Statistics indicate that the United States is in danger of falling behind if it fails to adapt to our changing world. The memory and recall strategies of traditional testing are no longer adequate to equip our students with the skills they need to excel in the global economy. Instead, teachers need to engage students in deeper learning, assessing their ability to use higher order skills. Skills like synthesizing information, understanding evidence and critical problem solving are not achieved when we teach to multiple choice exams. Examples in *Beyond the Bubble Test* paint a useful picture of how schools can begin to supplement traditional tests with something that works better. This book provides new perspectives on current performance assessment research plus an incisive look at what's possible at the local and state levels. Linda Darling-Hammond with a team of leading scholars bring together lessons learned, new directions and solid recommendations into a single, readily accessible compendium. *Beyond the Bubble Test* situates the current debate on performance assessment within the context of testing in the United States. This comprehensive resource also looks beyond our U.S. borders to Singapore, Hong Kong and other places whose reform-mindedness can serve as an example to us.

[Second International Handbook of Educational Change](#) Andy Hargreaves, Ann Lieberman, Michael Fullan, David Hopkins, 2010-08-13 The two volumes of the second edition of the *International Handbook of Educational Change* comprise a totally new and updated collection of the most critical and cutting edge ideas in educational change. Written by the most influential thinkers in the field, these volumes cover educational change at both the theoretical and practical levels. The updated handbook remains connected to the classical concerns of the field such as educational

innovation reform and change management and also offers new insights into educational change that have been brought about by social change and shifting contexts of educational reform Like the first best selling Handbook this one will also undoubtedly become an essential resource for people involved in all spheres of education from classroom teachers teacher leaders and administrators to educational researchers curriculum developers and university professors No other work provides such a wide ranging and comprehensive examination of the field of educational change The Testing Trap George Hillocks, 2002-04-12 Do statewide assessments really do what they are supposed to do Through interviews with over three hundred teachers and administrators Hillocks examines whether state writing tests in Illinois Kentucky Oregon New York and Texas actually improve students ability to express their thinking in writing Ultimately Hillocks argues that the majority of existing tests actually have a harmful effect on the way students are taught to write In addition to providing analyses of assessments that do not encourage good writing The Testing Trap contrasts them to those that do Concluding with practical procedures for examining and evaluating writing assessments this book is a provocative and essential read for administrators teachers policymakers parents and all who care about the education of our children Kentucky Public Documents Kentucky. General Assembly, 1918 **Conversations with Kentucky Writers** Linda Elisabeth LaPinta, 2014-10-17 Kentucky and Kentuckians are full of stories which may be why so many present day writers have Kentucky roots Whether they left and returned like Wendell Berry and Bobbie Ann Mason or adopted Kentucky as home like James Still and Jim Wayne Miller or grew up and left for good like Michael Dorris and Barbara Kingsolver they have one connection Kentucky has influenced their writing and their lives L Elisabeth Beattie explores this influence in twenty intimate interviews Conversations with Kentucky Writers was more than three years in the making as Beattie traveled across the state and beyond to capture oral histories on tape Her exhaustive knowledge of these authors helped her draw out personal revelations about their work their lives and the nature of writing When Still concludes his interview with I believe I ve told you more than anybody he could be speaking for any of Beattie s subjects Aspiring writers will learn that Mason submitted twenty stories to the New Yorker before one was accepted and that Still wrote articles for Sunday school magazines There s plenty of advice Dorris tells budding authors to get real jobs keep journals and read everything even cereal boxes and Marsha Norman reminds playwrights that it is not the business of the theater to provide writers with a living Kingsolver advises Read good stuff and write bad stuff until eventually what you re writing begins to approximate what you re reading Beattie s collection includes striking self portraits of such writers as Sue Grafton Leon Driskell James Baker Hall Fenton Johnson George Ella Lyon Taylor McCafferty Ed McClanahan Sena Naslund Chris Offutt Lee Pennington and Betty Layman Receveur What most distinguishes these moving conversations from other author interviews is their focus on creativity on the teaching of writing and on the authors strong sense of place As Wade Hall writes in his foreword all twenty writers recognize that their works have been significantly influenced by their Kentucky experience This collection offers insights into Kentucky s

rich and flowering literary heritage *Conversations with Kentucky Writers* ,1996 *Administrative Register of Kentucky* ,2006 **Bulletin of Kentucky Department of Education** ,1913 **Resources in Education** ,2001-04 **The Commonwealth Accountability Testing System** ,2003 **The Kentucky Statutes, Containing All General Laws Not Included in the Codes of Practice** Kentucky,1915 The SAGE Handbook of Writing Development Roger Beard,Jeni Riley,Debra Myhill,Martin Nystrand,2009-07-23 By drawing on international cross phase and cross disciplinary research perspectives this book offers a comprehensive review of writing development invaluable for researchers and practitioners alike *Handbook of Research on Writing and Composing in the Age of MOOCs* Monske, Elizabeth A.,Blair, Kristine L.,2016-11-29 The development of online learning environments has enhanced the availability of educational opportunities for students By implementing effective curriculum strategies this ensures proper quality and instruction in online settings The Handbook of Research on Writing and Composing in the Age of MOOCs is a critical reference source that overviews the current state of larger scale online courses and the latest competencies for teaching writing online Featuring comprehensive coverage across a range of perspectives on teaching in virtual classrooms such as MOOC delivery models digital participation and user centered instructional design this book is ideal for educators professionals practitioners academics and researchers interested in the latest material on writing and composition strategies for online classrooms **Acts of the General Assembly of the Commonwealth of Kentucky, Passed** Kentucky,1851 *The Common School Laws of the State of Kentucky* Kentucky,1914 **Accountability, Assessment, and Teacher Commitment** Betty Lou Whitford,Ken Jones,2000-01-06 Accountability Assessment and Teacher Commitment offers a vantage point to draw lessons from and ponder alternatives to the Kentucky Education Reform Act KERA a state school reform effort based on a system of statewide student assessment and high stakes accountability for teachers It documents classroom realities and probes the consequences of this type of reform through case studies comparisons to alternative models and thought provoking responses from national experts Contributors include Lola Aagaard Terry I Brooks Jan Calvert Pamela Coe Dick Corbett Letitia Hichstrasser Fickel Donna Gaus Marilyn Hohmann Ken Jones Patricia J Kannapel A Richardson Love Jr Christy D McGee Lynne Miller Beverly D Moore Cynthia A Reeves David Ruff Gordon Ruscoe Linda Shelor Debra Smith John Snyder Patricia A Wasley Anne Wheelock and Betty Lou Whitford **The Kentucky Statutes, Containing All General Laws (not Included in the Codes of Practice) with Full Notes from Decisions of the Court of Appeals and the Constitution of Kentucky Annotated** Kentucky,1922 *Whole-school Success and Inclusive Education* Wayne Sailor,2002 A breakthrough for those concerned about improving education and schooling in our nation Tackling tough contemporary issues this volume discusses provocative dilemmas with clarity and precision it challenges us to think more deeply about reform and about the kind and quality of services America owes its children and itself It is a work that will endure as both a challenge to our thinking and a call to action *A Treatise on Pleading and Practice Under the Civil Code of Kentucky* John E. Newman,1907

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web 1 place the frog in the dissecting pan ventral side up 2 use scissors to lift the abdominal muscles away from the body cavity cut along the midline of the body to the forelimbs 3 make transverse horizontal cuts near the arms and legs 4

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web use a scalpel forceps and pins to dissect realistic male and female frogs organs can be removed and placed into organ system diagrams once the dissections are complete the frog organ systems can be compared zooming rotating and panning tools are available to examine the frog from any angle full lesson info

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web laboratory no 6 frog virtual dissection introduction frogs belong to the class amphibia amphibians have adaptations for living in terrestrial as well as aquatic environments frogs are among the most commonly studied organisms in biology although many differences exist between humans and frogs the basic body plans are similar

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web 1 place the frog in the dissecting pan ventral side up examine the hind and forelegs the hind legs are strong and muscular for jumping and swimming the forelegs provide balance and cushion the frog when it lands after jumping notice the toes on each 2 locate the large bulging eyes the frog has 3 eyelids

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web complete student instructions for the dissection of the frog starting with the external anatomy and the anatomy of the mouth student guide requires them to label images and answer questions students continue with the internal anatomy where they open the abdominal cavity to reveal the major organs

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web in the frog dissection gizmo you will complete a virtual dissection of a female and male frog first select the female frog then click on the rotate button with the rotate button selected click and drag on the frog to rotate it observe what the female frog looks like now select show male at the bottom left to switch to the male frog

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web and answer questions in italics during the lab and answer all others later part a introduction 1 what class does the frog belong to 2 why does a frog belong to that class 3 why are amphibians considered to be a unique evolutionary group part b external anatomy orientation 4 locate the following orientations on your frog a

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