

Persuasive Writing Rubric

	Level 1	Level 2	Level 3	Level 4
Content: Student clearly demonstrates the purpose of convincing the reader to agree with their opinion.	Student demonstrates the purpose of convincing others to agree with their opinion in a limited manner.	Student somewhat demonstrates the purpose of convincing others to agree with their opinion.	Student clearly demonstrates the purpose of convincing others to agree with their opinion.	Student clearly demonstrates the purpose of convincing others to agree with their opinion with excellent arguments and detail.
Format: Student included a thesis. Their information is organized. They use transition words throughout their writing.	Student did not include a clear thesis. Their information is disorganized. They do not use transition words.	Student included a thesis that could be clearer. Their information is somewhat organized. They use some transition words.	Student included a clear thesis. Their information is organized. They use multiple transition words.	Student includes a clear and detailed thesis. Their information is very well organized. They use transition words throughout their writing.
Style: Student uses complete sentences, proper spelling and grammar throughout their writing.	Student does not use complete sentences. They do not include proper capitalization and punctuation. There are many spelling and grammar errors.	Student uses some complete sentences. They include some proper capitalization and punctuation. There are some spelling and grammar errors.	Student uses complete sentences throughout. They include proper capitalization and punctuation. There are a few spelling and grammar errors.	Student uses complete, detailed sentences throughout. They use proper capitalization and punctuation throughout. There are minimal spelling and grammar errors.

Strengths:

Your writing is focused, providing multiple arguments to support your thesis.
You include an clear, strong thesis.
Your writing is organized with proper formatting, including transition words.
You write in complete sentences with proper capitalization and punctuation.
Your writing is well-edited, with appropriate spelling and grammar.
Your writing is detailed.

Next Steps:

Try to continue to focus on convincing the reader throughout your arguments.
Make your thesis stronger by focusing on it throughout the paragraph.
Using transition words and focus on formatting will strengthen your organization.
Focus on using proper capitalization and punctuation to strengthen your sentences.
Ask for spelling and grammar. Use peer editing to help with the editing process.
Add more detail to your writing.

Rubric To Assess Persuasive Writing Year 5

Center for Gifted Education Staff



Rubric To Assess Persuasive Writing Year 5:

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 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

A Complete Guide to Rubrics Audrey M. Quinlan, 2012 This book takes a developmental perspective at the use of scoring rubrics to assess student work Citing developmental characteristics of each age the author presents examples and adaptations of assessment rubrics on a variety of subjects for teachers from kindergarten through adult college After a presentation of foundation information on rubrics separate chapters are devoted to each grade level from primary through adult Written so that each chapter can be addressed independently the book provides additional chapters devoted to assessing technological topics and using rubrics with students with special needs The final chapters provide practical information to help teachers to create their own rubrics and to convert rubric scores to letter grades An updated annotated listing of recommended rubric websites is included [Library Lessons I](#) Janet Roche, **Supervision for Learning** James M. Aseltine, Judith O. Faryniarz, Anthony J. Rigazio-DiGilio, 2006-05-15 Provides information on how to transform a supervisory system into a performance based model that connects to student achievement and teacher professional development

How to Create and Use Rubrics for Formative Assessment and Grading Susan M. Brookhart, 2013-01-11 What is a rubric A rubric is a coherent set of criteria for student work that describes levels of performance quality Sounds simple enough right Unfortunately rubrics are commonly misunderstood and misused The good news is that when rubrics are created and used correctly they are strong tools that support and enhance classroom instruction and student learning In this comprehensive guide author Susan M Brookhart identifies two essential components of effective rubrics 1 criteria that relate to the learning not the tasks that students are being asked to demonstrate and 2

clear descriptions of performance across a continuum of quality She outlines the difference between various kinds of rubrics for example general versus task specific and analytic versus holistic explains when using each type of rubric is appropriate and highlights examples from all grade levels and assorted content areas In addition Brookhart addresses Common misconceptions about rubrics Important differences between rubrics and other assessment tools such as checklists and rating scales and when such alternatives can be useful and How to use rubrics for formative assessment and grading including standards based grading and report card grades Intended for educators who are already familiar with rubrics as well as those who are not this book is a complete resource for writing effective rubrics and for choosing wisely from among the many rubrics that are available on the Internet and from other sources And it makes the case that rubrics when used appropriately can improve outcomes by helping teachers teach and helping students learn **Solving the Assessment**

Puzzle Piece by Piece ,2011 **DIY Project Based Learning for ELA and History** Heather Wolpert-Gawron,2015-07-30

Are you interested in using Project Based Learning to revamp your lessons but aren't sure how to get started In *DIY Project Based Learning in ELA and History* award winning teacher and Edutopia blogger Heather Wolpert-Gawron makes it fun and easy Project Based Learning encourages students and teachers alike to abandon their dusty textbooks and instead embrace a form of curriculum design focused on student engagement innovation and creative problem solving A leading name in this field Heather Wolpert-Gawron shares some of her most popular units for ELA and Social Studies in this exciting new collection This book is an essential resource for teachers looking to Create their own Project Based Learning units Engage student in their education by grounding lessons in real world problems and encouraging them to develop creative solutions Incorporate role playing into everyday learning Develop real world lessons to get students to understand the life long relevance of what they are learning Assess multiple skills and subject areas in an integrated way Collaborate with teachers across subject areas Test authentic skills and set authentic goals for their students to grow as individuals Part I of the book features six full units complete with student samples targeted rubrics a checklist to keep students on track and even Homework Hints Part II is a mix and match section of tools you can use to create your own PBL aligned lessons The tools are available as eResources on our website <http://www.routledge.com/books/details/9781138891623> so you can print and use them in your classroom immediately **Teaching Literacy in the Visible Learning Classroom, Grades K-5** Douglas

Fisher,Nancy Frey,John Hattie,2017-01-20 Teach with optimum impact to foster deeper expressions of literacy Whether through direct instruction guided instruction peer led and independent learning every student deserves a great teacher not by chance but by design In this companion to *Visible Learning for Literacy* Fisher Frey and Hattie show you how to use learning intentions success criteria formative assessment and feedback to achieve profound instructional clarity Chapter by chapter this acclaimed author team helps put a range of learning strategies into practice depending upon whether your K-5 students are ready for surface deep or transfer levels of understanding **Learning Assessment Techniques** Elizabeth F.

Barkley, Claire H. Major, 2015-12-21 50 Techniques for Engaging Students and Assessing Learning in College Courses Do you want to Know what and how well your students are learning Promote active learning in ways that readily integrate assessment Gather information that can help make grading more systematic and streamlined Efficiently collect solid learning outcomes data for institutional assessment Provide evidence of your teaching effectiveness for promotion and tenure review Learning Assessment Techniques provides 50 easy to implement active learning techniques that gauge student learning across academic disciplines and learning environments Using Fink s Taxonomy of Significant Learning as its organizational framework it embeds assessment within active learning activities Each technique features purpose and use key learning goals step by step implementation online adaptation analysis and reporting concrete examples in both on site and online environments and key references all in an easy to follow format The book includes an all new Learning Goals Inventory as well as more than 35 customizable assessment rubrics to help teachers determine significant learning goals and appropriate techniques Readers will also gain access to downloadable supplements including a worksheet to guide teachers through the six steps of the Learning Assessment Techniques planning and implementation cycle College teachers today are under increased pressure to teach effectively and provide evidence of what and how well students are learning An invaluable asset for college teachers of any subject Learning Assessment Techniques provides a practical framework for seamlessly integrating teaching learning and assessment

Transparency in Assessment - Exploring the Influence of Explicit Assessment Criteria Anders Jönsson, Frans Prins, 2019-04-03 In many schools and higher education institutions it has become common practice to share assessment criteria with students Sometimes it is required for accountability purposes at other times criteria are used as a means to communicate expectations to students However the idea that explicit assessment criteria should be shared with students has been contested On the one hand research has shown that explicit criteria may positively affect student performance reduce their anxiety as well as support students use of self regulated learning strategies On the other hand there are fears that explicit criteria may have a restraining influence on students learning as well as limiting their autonomy and creativity There are also indications of students becoming more performance oriented as opposed to learning oriented when being provided with explicit assessment criteria Taken together it is not fully understood under which circumstances it is productive for student learning to share explicit assessment criteria and under which circumstances it is not In particular empirical research on the proposed negative effects of sharing criteria with learners is limited and most fears voiced in the literature are based on individual experiences and anecdotal evidence In this book we therefore bring different perspectives on transparency in assessment together in order to further our understanding of how students are influenced by the use of explicit assessment criteria A deeper understanding of the influence of explicit assessment criteria on students understanding of criteria motivation and learning is equally imperative for future research and educational practice both of which need to go beyond individual opinions and convictions

Handbook of Formative

Assessment Heidi Andrade, Gregory J. Cizek, 2010-04-02 Formative assessment has recently become a focus of renewed research as state and federal policy makers realize that summative assessments have reached a point of diminishing returns as a tool for increasing student achievement. Consequently, supporters of large scale testing programs are now beginning to consider the potential of formative assessments to improve student achievement. The mission of this handbook is to comprehensively profile this burgeoning field of study. Written by leading international scholars and practitioners, each chapter includes a discussion of key issues that dominate formative assessment policy and practice today as well as those that are likely to affect research and practice in the coming years. Key features include: Comprehensive: nineteen chapters cover all aspects of formative assessment including classroom assessment, large scale applications, technological applications, applications for special needs students, K-12 and post secondary applications, psychometric considerations, case studies, and discussion of alternative assessment formats such as portfolios and performance assessments. Integrative: thoughtful attention is given to the integration of large scale and classroom assessments. Practical: provides practical guidance on how to conduct formative assessments that generate credible information to guide instruction. Global: provides perspectives from leading international scholars and practitioners whose expertise spans diverse settings, student populations, and educational systems. Accessible: Style: although grounded in the latest research, the book's style and tone has been carefully crafted to make it accessible to both the textbook and professional markets. It will also be a critical reference book for researchers in teacher preparation, educational administration, and educational policy studies.

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 discuss 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.

Teaching English Language Learners Through Technology Tony Erben, Ruth Ban, Martha Castañeda, 2008-09 In this book, authors explore the use of computers technology as a pedagogical tool to aid in

the appropriate instruction of English Language Learners across all content areas **Utopia**, 2003-08-19 *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 *Student Achievement Goal Setting* Leslie Grant, James Stronge, 2013-10-11. The first book in the James H. Stronge Research to Practice series focuses on improving student achievement through academic goal setting. It offers the tools and plan of action to use performance data to improve instructional practice and increase student achievement. **Patterns of Change** Center for Gifted Education Staff, 2003-08.

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