

# Grades 6-8 Expository Writing Evaluation Rubric

New York State Grade 6-8 Expository Writing Evaluation Rubric

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

# New York State 2013 Ela Administrators Manual

**Gloria D. Campbell-Whatley, David M.  
Dunaway, Dawson R. Hancock**



## **New York State 2013 Ela Administrators Manual:**

**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 A School Leader's Guide to Implementing the Common Core Gloria D. Campbell-Whatley,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 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

**Technology and Testing** Fritz Drasgow, 2015-08-20 From early answer sheets filled in with number 2 pencils to tests administered by mainframe computers to assessments wholly constructed by computers it is clear that technology is changing the field of educational and psychological measurement The numerous and rapid advances have immediate impact on test creators assessment professionals and those who implement and analyze assessments This comprehensive new volume brings together leading experts on the issues posed by technological applications in testing with chapters on game based assessment testing with simulations video assessment computerized test development large scale test delivery model choice validity and error issues Including an overview of existing literature and ground breaking research each chapter considers the technological practical and ethical considerations of this rapidly changing area Ideal for researchers and professionals in testing and assessment *Technology and Testing* provides a critical and in depth look at one of the most pressing topics in educational testing today The Open Access version of this book available at <http://www.taylorfrancis.com> has been made available under a Creative Commons Attribution Non Commercial No Derivatives 4.0 license

*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

Teaching Language Arts to English Language Learners Anete Vásquez, Angela L. Hansen, Philip C. Smith, 2013-03-12 This thoroughly revised and updated edition of *Teaching Language Arts to English Language Learners* provides readers with the comprehensive understanding of both the challenges that face ELLs and ways in which educators might address them in the language arts classroom The authors offer proven techniques that teachers can readily use to teach reading writing grammar and vocabulary as well as speaking listening and viewing skills A complete section is also devoted to ways teachers can

integrate all five strands of the language arts curriculum into a comprehensive unit of study with meaningful accommodations for ELLs An annotated list of web and print resources completes the volume making this a valuable reference for language arts teachers to meet the challenges of including all learners in effective instruction New features to this edition include An updated and streamlined Part 1 which provides an essential overview of ELL theory in a language arts specific context Additional practical examples of language arts exercises all of which are closely aligned with the Common Core State Standards New pedagogical elements in Part 3 including tips on harnessing new technologies discussion questions and reflection points Updates to the web and print resources in Part 4

*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*

*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

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curves given in this paper they can be carried out in ten minutes

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the torque is equal to the product of total rolling load and the effective moment arm since there are two work rolls torque  $mt$   
2p a consider two high roll mill as shown in the figure for one revolution of the top roll the resultant rolling load p moves along

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rolled to a thickness of 20 mm in one pass the roll radius is 300 mm and the rolls rotate at 100 rpm calculate the roll force and the power required for annealed copper it has a true stress of about 80 mpa in the unstrained condition and at a true strain of 0.223 true stress is 280 mpa

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abstract equations are derived for the normal roll pressure specific roll load and torque in hot rolling mills using the condition for plastic deformation in rolling derived by orowan together with von kármán's equation of equilibrium although applying strictly to the rolling of ideal plastic rigid materials these equations may be

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sep 15 2018 therefore a rapid calculation method for predicting roll deformation of a six high rolling mill was proposed which employed the finite difference method to calculate the roll deflection and used a polynomial to describe the nonlinear relationship between roll flattening and roll contact pressure

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1 introduction rolling mills for the production of steel wire are classified according to the number of mill stand rolls which form the geometry of the deformation zone accordingly these can be categorised by the type of roll groove and the roll transmission path

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oct 3 2020 this paper presents a new model for calculation of load for the most loaded rolling element in a rolling bearing with internal radial clearance the calculation is based on a so called load factor by multiplying this factor by the value of the external radial load the load transferred by the most loaded rolling element of the bearing is obtained

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calculate rolling power flat rolling analysis consider rolling of a flat plate in mill  $v_0 v_f 2 \text{ roll } q h_0 h_f v_0$  width of plate  $w$  is large à plane strain processing limits

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mar 26 2020 yield stress strain hardening factor  $\times$  strain rate hardening factor  $\times$  thermal softening factor in the rolling of aluminium it is strain hardening which typically dominates at low temperatures on the other hand strain rate and temperature are more important in hot rolling

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