

	4	3	2	1
Voice/Life	My voice is consistently clear and engaging. My words are always enunciated. I pronounce all of my words correctly.	My voice is audible. I speak clearly most of the time, and pronounce most of my words correctly. I sound interested.	My voice is somewhat audible, but sometimes hard to hear. I mostly speak clearly but mispronounce several words. My voice is monotone.	My voice is not audible or clear. I am difficult to understand or mispronounce many words. I sound bored.
Speed	I purposefully use pauses to adjust the impact of my speech. The speed of my speaking is adjusted for maximum impact of content.	My speech is free from meaningless pauses. I speak at a pace that makes my content easy to understand.	I have pauses or stops in my speech that distract from content. The pace of my speech is too slow/too fast at times.	I have significant/several pauses or stops in my speech that distract. My pace overall is too slow/too fast.
Eye Contact	Eye contact is purposefully and consistently maintained over the entire audience throughout the speech.	Eye contact is purposefully made throughout most of the speech for most of the audience, with some reliance on a notecard.	Eye contact is made several times throughout the speech for part of the audience, but I rely mostly on my notecard.	I spend most of the speech looking at my notecard and I do not purposefully make eye contact with anyone (or just with the teacher).
Poise/Gestures	I stand straight and tall for the entirety of my speech. I looked relaxed/confident and use hand gestures that add to my content.	I stand straight and tall for the majority of my speech. I use meaningful hand gestures.	I slouch or lean during my speech. I use hand gestures that are slightly distracting or I do not use enough hand gestures.	I slouch or lean for the majority of my speech. I constantly use distracting hand gestures or I do not use any at all.
Length of Speech	My speech consists solely of meaningful content and falls within the suggested limit of two to three minutes.	My speech consists mostly of meaningful content and falls within the suggested limit of two to three minutes.	My speech has unnecessary content/lacks essential content and may be slightly too long or slightly too short.	My speech consists mostly of unnecessary content or has no essential content. The speech is much too short or much too long.
Presentation of Information	My information is concise, follows a logical line of reasoning that is adjusted to maximize impact of my content, and is appropriate to the task.	My information is concise, follows a logical line of reasoning, and is appropriate to the task (argumentative, informative, etc.).	Most of my information follows a logical line of reasoning, but may be repetitive or incomplete. Most of my information is appropriate to the task.	My information is repetitive or incomplete and may not be appropriate to the task.

Rubric For Writing An Argumentative Essay

Emilie Sanchez



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Discourse, conversation and argumentation: Theoretical perspectives and innovative empirical studies, volume II Antonio Bova, Lise Haddouk, Carlo Galimberti, Francesco Arcidiacono, 2023-06-22 **The First-Year English Teacher's Guidebook** Sean Ruday, 2018-04-30 The First Year English Teacher's Guidebook offers practical advice and recommendations to help new English teachers thrive in the classroom Each chapter introduces a concept crucial to a successful first year of teaching English and discusses how to incorporate that concept into your daily classroom practice You'll find out how to Clearly communicate instructional goals with students parents and colleagues Incorporate students out of school interests into the curriculum Use assignment specific rubrics to respond to student writing in meaningful ways Integrate technology into ELA instruction Conduct student centered writing conferences Make time for self care and self improvement and much much more Additionally the guidebook provides a number of forms templates graphic organizers and writing prompts that will enable you to put the author's advice into immediate action These tools are available for download on the book's product page www.routledge.com/9781138495708 **Building Academic Language** Jeff Zwiers, 2014-03-17 Of the over one hundred new publications on the Common Core State Standards CCSS this one truly stands out In the second edition of Building Academic Language Jeff Zwiers presents a much needed comprehensive roadmap to cultivating academic language development across all disciplines this time placing the rigor and challenges of the CCSS front and center A must have resource Andrea Honigsfeld EdD Molloy College Language is critical to the development of content learning as students delve more deeply into specific disciplines When students possess strong academic language they are better able to critically analyze and synthesize complex ideas and abstract concepts In this second edition of Building Academic Language Jeff Zwiers successfully builds the connections between the Common Core State Standards and academic language This is the go to resource for content teachers as they transition to the expectations for college and career readiness Katherine S McKnight PhD National Louis University With the adoption of the Common Core State Standards CCSS by most of the United States students need help developing their understanding and use of language within the academic context This is crucially important throughout middle school and high school as the subjects discussed and concepts taught require a firm grasp of language in order to understand the greater complexity of the subject matter Building Academic Language shows teachers what they can do to help their students grasp language principles and develop the language skills they'll need to reach their highest levels of academic achievement The Second Edition of Building Academic Language includes new strategies for addressing specific Common Core standards and also provides answers to the most important questions across various content areas including What is academic language and how does it differ by content area How can language building activities support content understanding for students How can teachers assist students in using language more effectively especially in the academic context How can academic language usage be modeled routinely in the classroom How can lesson

planning and assessment support academic language development An essential resource for teaching all students this book explains what every teacher needs to know about language for supporting reading writing and academic learning *Test Prep for CCSS Performance Tasks, Grade 8* Schyrlet Cameron, Carolyn Craig, 2015-01-05 Test Prep for CCSS Performance Tasks is a 64 page three book series for grades six through eight It focuses on performance tasks aligned with the Common Core State Standards CCSS for English Language Arts Literacy The series will help familiarize students with tasks and language they may encounter in Common Core assessments Each book include instruction resources rubrics instructional overview instructional strategies and resources for each performance task Mark Twain Media Publishing Company specializes in providing captivating supplemental books and decorative resources to complement middle and upper grade classrooms Designed by leading educators the product line covers a range of subjects including mathematics sciences language arts social studies history government fine arts and character English Language Arts, Grade 8 Module 2 PCG Education, 2015-10-29 Jossey Bass and PCG Education are proud to bring the Paths to College and Career English Language Arts ELA curriculum and professional development resources for grades 6 12 to educators across the country Originally developed for EngageNY and written with a focus on the shifts in instructional practice and student experiences the standards require Paths to College and Career includes daily lesson plans guiding questions recommended texts scaffolding strategies and other classroom resources Paths to College and Career is a concrete and practical ELA instructional program that engages students with compelling and complex texts At each grade level Paths to College and Career delivers a yearlong curriculum that develops all students ability to read closely and engage in text based discussions build evidence based claims and arguments conduct research and write from sources and expand their academic vocabulary Paths to College and Career s instructional resources address the needs of all learners including students with disabilities English language learners and gifted and talented students This enhanced curriculum provides teachers with freshly designed Teacher Guides that make the curriculum more accessible and flexible a Teacher Resource Book for each module that includes all of the materials educators need to manage instruction and Student Journals that give students learning tools for each module and a single place to organize and document their learning As the creators of the Paths ELA curriculum for grades 6 12 PCG Education provides a professional learning program that ensures the success of the curriculum The program includes Nationally recognized professional development from an organization that has been immersed in the new standards since their inception Blended learning experiences for teachers and leaders that enrich and extend the learning A train the trainer program that builds capacity and provides resources and individual support for embedded leaders and coaches Paths offers schools and districts a unique approach to ensuring college and career readiness for all students providing state of the art curriculum and state of the art implementation **Using Blended Learning** Khe Foon Hew, Wing Sum Cheung, 2014-08-01 This book discusses evidence based practices related to the use of blended learning in both K 12 and higher education

settings Specifically this book features evidence based practices in relation to the following five learning goals a Fostering students attitude change toward country b Helping students solve ill structured design task problems c Improving students critical thinking in assessing sources of information d Improving students narrative and argumentative writing abilities and e Enhancing students knowledge retention and understanding To achieve this aim the authors draw upon their own research studies as well as some other relevant studies to reveal the pedagogical approaches the specific instructional learning activities the technologies utilized and the overall framework for developing blended learning experiences Writing Skills Growth Harrison Stewart, AI, 2025-03-11 Writing Skills Growth explores the evolution of writing education and its impact on modern communication skills highlighting how writing pedagogy rhetoric and socio cultural contexts shape writing practices The book uniquely integrates historical perspectives technological analyses and critical thinking strategies to provide a holistic framework Did you know that writing instruction has shifted from grammar and mechanics to process oriented approaches Or that technology significantly reshaped writing practices This textbook dives into these changes and their profound effects on effective communication The book progresses methodically beginning with core concepts in writing theory and pedagogy before analyzing technological influences and the vital role of critical thinking It emphasizes the development of critical thinking to foster engaged and informed citizens capable of navigating intricate information By understanding the historical trajectory of writing instruction and the interplay between writing and technology readers can assess current educational practices and adapt methods to meet the demands of the digital environment The writing style is designed to be accessible engaging both scholars and practitioners **English Language Arts, Grade 6 Module 2** PCG Education, 2015-12-14 Paths to College and Career Jossey Bass and PCG Education are proud to bring the Paths to College and Career English Language Arts ELA curriculum and professional development resources for grades 6 12 to educators across the country Originally developed for EngageNY and written with a focus on the shifts in instructional practice and student experiences the standards require Paths to College and Career includes daily lesson plans guiding questions recommended texts scaffolding strategies and other classroom resources Paths to College and Career is a concrete and practical ELA instructional program that engages students with compelling and complex texts At each grade level Paths to College and Career delivers a yearlong curriculum that develops all students ability to read closely and engage in text based discussions build evidence based claims and arguments conduct research and write from sources and expand their academic vocabulary Paths to College and Career s instructional resources address the needs of all learners including students with disabilities English language learners and gifted and talented students This enhanced curriculum provides teachers with freshly designed Teacher Guides that make the curriculum more accessible and flexible a Teacher Resource Book for each module that includes all of the materials educators need to manage instruction and Student Journals that give students learning tools for each module and a single place to organize and document their learning As the creators of the Paths ELA

curriculum for grades 6-12 PCG Education provides a professional learning program that ensures the success of the curriculum. The program includes Nationally recognized professional development from an organization that has been immersed in the new standards since their inception. Blended learning experiences for teachers and leaders that enrich and extend the learning. A train the trainer program that builds capacity and provides resources and individual support for embedded leaders and coaches. Paths offers schools and districts a unique approach to ensuring college and career readiness for all students providing state of the art curriculum and state of the art implementation.

Test Prep for CCSS Performance Tasks, Grade 7 Schyrlet Cameron, Carolyn Craig, 2015-01-05 Test Prep for CCSS Performance Tasks is a 64 page three book series for grades six through eight. It focuses on performance tasks aligned with the Common Core State Standards CCSS for English Language Arts Literacy. The series will help familiarize students with tasks and language they may encounter in Common Core assessments. Each book includes instruction resources, rubrics, instructional overview, instructional strategies, and resources for each performance task. Mark Twain Media Publishing Company specializes in providing captivating supplemental books and decorative resources to complement middle and upper grade classrooms. Designed by leading educators, the product line covers a range of subjects including mathematics, sciences, language arts, social studies, history, government, fine arts, and character.

How Students Write: A Linguistic Analysis Laura Louise Aull, 2020-04-01 Broad generalizations about people today are a familiar feature of first year student writing. How Students Write brings a fresh perspective to this perennial observation using corpus linguistics techniques. This study analyzes sentence level patterns in student writing to develop an understanding of how students present evidence, draw connections between ideas, relate to their readers, and ultimately learn to construct knowledge in their writing. Drawing on both first year and upper level student writing, the book examines the discourse of students at different points in their education. It also distinguishes between argumentative and analytic essays to explore the way school genres and assignments shape students' choices. In focusing on sentence level features such as hedges, perhaps, and boosters, definitely, this study shows how such rhetorical choices work together to open or close opportunities for thoughtful exchanges of ideas. Attention to these features can help instructors foster civil discourse, design effective assignments, and expose and question norms of higher education.

Students Taking Charge in Grades 6-12 Nancy Sulla, 2018-10-17 Discover how to design innovative learning environments that increase student ownership so they can achieve at high levels and meet rigorous standards. Students Taking Charge shows you how to create student centered classrooms that empower learners through problem based learning and differentiation where students pose questions and actively seek answers. Technology is then used seamlessly throughout the day for information, communication, collaboration, and product generation. You'll find out how to Design an Authentic Learning Unit which is at the core of the Learner Active Technology Infused Classroom aimed at engaging students. Understand the structures needed to support its implementation and empower students. Build the facilitation strategies that

will move students from engagement to empowerment to efficacy This new 6 12 edition offers a more detailed look into secondary school implementation With the book s practical examples and step by step guidelines you ll be able to start designing your innovative classroom immediately *Advanced Placement Classroom* R. Brigham Lampert,2021-09-03 Part of Prufrock s new series for the upper level classroom *Advanced Placement Classroom Romeo and Juliet* is a user friendly guide to teaching one of Shakespeare s classic plays Featuring more than 50 reproducible pages to supplement student projects debates and writings this guide teaches students to consider new perspectives on the traditional tale Teachers can implement day to day study of the play with intriguing journal prompts introduce challenging critical thinking with lessons that put Juliet s nurse and Friar Lawrence on mock trial for their role in bringing together the lovers and much more Prufrock s new line of innovative teaching guides is designed to engage students with creative learning activities that ensure Advanced Placement success The Teaching Success Guide for the Advanced Placement Classroom series helps teachers motivate students above and beyond the norm by introducing investigative hands on activities including debates role plays experiments projects and more all based on Advanced Placement and college level standards for learning Grades 7 12 *A Practical Guide to Language Assessment* Ildiko Porter-Szucs,Cynthia J. Macknish,Suzanne Toohey,2025-03-11 A Practical Guide to Language Assessment prepares educators to create and implement assessments that truly reflect student proficiency and learning outcomes With a focus on practical training and essential tools this real world guide enables instructors to develop effective test blueprints craft precise assessment items address the unique needs of young learners integrate recent innovations like ungrading and AI and much more Offering insights for improving assessment outcomes each chapter is grounded in extensive research and tailored to the evolving demands of modern language education simplifying complex concepts and showing you how to apply them effectively in various educational contexts Throughout the book a team of highly experienced educators highlights the critical role of well chosen assessments explores the potential consequences of misaligned tools and equips you with the knowledge to make informed decisions Ideal for upper level undergraduates graduate students and professionals in the field of language education *A Practical Guide to Language Assessment* supports courses in second or foreign language assessment testing and professional development It is also a valuable resource for in service teachers assessment managers and policymakers in language program evaluation

Emerging Issues in Smart Learning Guang Chen,Vive Kumar,Kinshuk,Ronghuai Huang,Siu Cheung Kong,2014-09-10 This book provides an archival forum for researchers academics practitioners and industry professionals interested and or engaged in the reform of the ways of teaching and learning through advancing current learning environments towards smart learning environments The contributions of this book are submitted to the International Conference on Smart Learning Environments ICSLE 2014 The focus of this proceeding is on the interplay of pedagogy technology and their fusion towards the advancement of smart learning environments Various components of this interplay include but are not limited to

Pedagogy learning paradigms assessment paradigms social factors policy Technology emerging technologies innovative uses of mature technologies adoption usability standards and emerging new technological paradigms open educational resources cloud computing etc 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 **Project-Based Learning Tasks for Common Core State Standards , Grades 6 - 8** Schyrlet Cameron, Carolyn Craig, 2014-01-15 Project Based Learning Tasks for Common Core State Standards is designed to help middle school students use research skills teamwork communication and critical thinking to solve real life problems Includes a Common Core State Standards matrix Mark Twain Media Publishing Company specializes in providing captivating supplemental books and decorative resources to complement middle and upper grade classrooms Designed by leading educators the product line covers a range of subjects including mathematics sciences language arts social studies history government fine arts and character Mark Twain Media also provides innovative classroom solutions for bulletin boards and interactive whiteboards Since 1977 Mark Twain Media has remained a reliable source for a wide variety of engaging classroom resources High Literacy in Secondary English Language Arts Marc Nachowitz, Kristen C. Wilcox, 2018-11-07 This volume culls scholarship on both what high literacy is and how it is developed It embraces the call put forth by Langer and Applebee 2016 that high literacy must continue to be our aim and to see more research analyzing and identifying how teachers might promote literacy practices that promote deep thinking around important content The editors offer a conceptual framework for high literacy that explicates how each component i.e. reading writing dialogic engagement and epistemic cognition in literary reasoning relates to the others and from what scholarly literature these concepts have been derived Individual chapter authors provide in depth examinations of the existing research base on particular related topics focusing on the two important cross cutting aims of the volume 1 explicating the roles reading writing dialogic engagement and epistemic cognition hold in high literacy development and 2 providing examples of practices recommended to develop high literacy *Implementation and Critical*

Assessment of the Flipped Classroom Experience Scheg, Abigail G.,2015-01-31 In the past decade traditional classroom teaching models have been transformed in order to better promote active learning and learner engagement Implementation and Critical Assessment of the Flipped Classroom Experience seeks to capture the momentum of non traditional teaching methods and provide a necessary resource for individuals who are interested in taking advantage of this pedagogical endeavor Using narrative explanations and foundation materials provided by experienced instructors this premier reference work presents the benefits and challenges of flipped methodology implementation in today s classroom to educators and educational administrators across all disciplines and levels

Teaching and Learning English in Japanese Classrooms

Darren Elliott,2023-05-19 This book shows how English language instructors in Japan explored the questions and issues which most closely affected them and their students in the language learning process Each of the teacher researchers had a puzzle After reviewing existing literature each writer found a way to adjust their practice and in these chapters they report on the results Topics include educational technology learner autonomy feedback and novel approaches to listening reading and writing instruction Although the contributors are working in Japan classroom practitioners from the wider international language teaching community can benefit from the practical teaching approaches and accessible descriptions of practitioner research to be found in this book A secondary audience of educational managers and teacher trainers will also find value in chapters which outline the ways in which an environment conducive to practitioner research can be facilitated

Successful Science and Engineering Teaching Calvin S. Kalman,2017-10-11 The intent of this book is to describe how a professor can provide a learning environment that assists students in coming to grips with the nature of science and engineering to understand science and engineering concepts and to solve problems in science and engineering courses The book is based upon articles published in Science Educational Research and which are grounded in educational research both quantitative and qualitative performed by the author over many years

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