

## Decision Making Rubric

	4	3	2	1
<b>Finding Relevant Information</b>	I know several strategies to help me find the information I need to make a good decision.	I know how to find the information I need to make a good decision.	With help, I can usually find the information I need to make a good decision.	I cannot find the information I need to make a decision.
<b>Creating Options</b>	I think of several possible choices when an important decision must be made.	I think of more than one option when I have to make an important decision.	When I have help, I can think of more than one option when I have to make an important decision.	I usually can only think of one possible choice when I have to make an important decision.
<b>Weighing Options</b>	I use a variety of reasoning strategies to weigh my options and choose the best one.	I think carefully about all my choices before I make a decision.	Unless someone reminds me, I often make decisions without thinking carefully about them.	I usually make important decisions quickly without thinking carefully about them.
<b>Predicting Consequences</b>	I predict the consequences of each of my decisions and think about the impact that they will have on others and me.	I think about the consequences of my decisions.	I have trouble thinking about what the consequences of my decisions will be.	I do not think about the consequences of my decisions.

# Rubric Maker For Essay

**Polina Vinogradova, Joan Kang Shin**



## Rubric Maker For Essay:

*Making the Grades* Todd Farley, 2011-01-01 In this alternately amusing and appalling expos of the standardized test industry fifteen year veteran Todd Farley describes statisticians who make decisions about students without even looking at their test answers state education officials willing to change the way tests are scored whenever they don't like the results and massive multi national for profit testing companies who regularly opt for expediency and profit over the altruistic educational goals of teaching and learning Although there are absurd moments as when Farley and coworkers had to grade students based on how they described the taste of their favorite food the enormous importance of standardized tests in the post No Child Left Behind era make this no laughing matter This book is dynamite The nice personal voice makes it utterly accessible and enticing wholly apart from the terribly important ammunition it provides to those of us in the testing wars at national and local levels Jonathan Kozol author of *Savage Inequalities*      *Using Rubrics for Performance-Based Assessment* Todd Stanley, 2021-10-03 Writing a rubric that can accurately evaluate student work can be tricky Rather than a single right or wrong answer rubrics leave room for interpretation and thus subjectivity How does a teacher who wants to use performance based assessment in this day and age of educational data and SMART goals find a way to reliably assess student work The solution is to write clear rubrics that allow the evaluator to objectively assess student work This book will show classroom teachers not only how to create their own objective rubrics which can be used to evaluate performance assessments but also how to develop rubrics that measure hard to assess skills such as leadership and grit and how to empower their own students to create rubrics that are tailored to their work      **Studies and Essays on Learning, Teaching and Assessing L2 Writing in Honour of Alister Cumming** A. Mehdi Riazi, Ling Shi, Khaled Barkaoui, 2020-04-14 This volume highlights some of the main issues and questions surrounding the field of second language L2 writing and includes 14 chapters authored by contributors from a wide variety of geographical regions including but not limited to North America Europe Australia and Asia The authors are all experienced L2 writing researchers and their contributions will enhance the reader's understanding of issues related to L2 writing Considering the breadth and the depth of the issues raised and discussed the book will appeal to a wide readership including postgraduate students of Teaching English to Speakers of Other Languages TESOL and Applied Linguistics AL and both early career and experienced TESOL AL researchers      **40 Rubrics & Checklists** Adele Fiderer, 1999 Help students achieve their best with expert forms of measuring reading and listening comprehension story character analysis personal experience essays and more Illustrations throughout      **Automated Essay Scoring** Mark D. Shermis, Jill C. Burstein, 2003-01-30 This new volume is the first to focus entirely on automated essay scoring and evaluation It is intended to provide a comprehensive overview of the evolution and state of the art of automated essay scoring and evaluation technology across several disciplines including education testing and measurement cognitive science computer science and computational linguistics The development of this technology has

led to many questions and concerns Automated Essay Scoring attempts to address some of these questions including How can automated scoring and evaluation supplement classroom instruction How does the technology actually work Can it improve students writing How reliable is the technology How can these computing methods be used to develop evaluation tools What are the state of the art essay evaluation technologies and automated scoring systems Divided into four parts the first part reviews the teaching of writing and how computers can contribute to it Part II analyzes actual automated essay scorers including e rater<sup>TM</sup> Intellimetric and the Intelligent Essay Assessor The third part analyzes related psychometric issues and the final part reviews innovations in the field This book is ideal for researchers and advanced students interested in automated essay scoring from the fields of testing and measurement education cognitive science language and computational linguistics

*Developing Core Literacy Proficiencies, Grade 12* Odell Education, 2016-09-15 The Developing Core Literacy Proficiencies program is an integrated set of English Language Arts Literacy units spanning grades 6-12 that provide student centered instruction on a set of literacy proficiencies at the heart of the Common Core State Standards CCSS Reading Closely for Textual Details Making Evidence Based Claims Making Evidence Based Claims about Literary Technique Grades 9-12 Researching to Deepen Understanding Building Evidence Based Arguments The program approaches literacy through the development of knowledge literacy skills and academic habits Throughout the activities students develop their literacy along these three paths in an integrated engaging and empowering way Knowledge The texts and topics students encounter in the program have been carefully selected to expose them to rich and varied ideas and perspectives of cultural significance These texts not only equip students with key ideas for participating knowledgeably in the important discussions of our time but also contain the complexity of expression necessary for developing college and career ready literacy skills Literacy Skills The program articulates and targets instruction and assessment on twenty CCSS aligned literacy skills ranging from making inferences to reflecting critically Students focus on this set of twenty skills throughout the year and program continually applying them in new and more sophisticated ways Academic Habits The program articulates twelve academic habits for students to develop apply and extend as they progress through the sequence of instruction Instructional notes allow teachers to introduce and discuss academic habits such as preparing and completing tasks that are essential to students success in the classroom The program materials include a comprehensive set of instructional sequences teacher notes handouts assessments rubrics and graphic organizers designed to support students with a diversity of educational experiences and needs The integrated assessment system centered around the literacy skills and academic habits allows for the coherent evaluation of student literacy development over the course of the year and vertically across all grade levels

Making Meritocracy Tarun Khanna, Michael Szonyi, 2022 How do societies identify and promote merit Enabling all people to fulfill their potential and ensuring the selection of competent and capable leaders are central challenges for any society These are not new concerns Scholars educators and political and economic elites in China and India have been pondering

them for centuries and continue to do so today with enormously high stakes In Making Meritocracy Tarun Khanna and Michael Szonyi have gathered over a dozen experts from a range of intellectual perspectives political science history philosophy anthropology economics and applied mathematics to discuss how the two most populous societies in the world have addressed the issue of building meritocracy historically philosophically and in practice They focus on how contemporary policy makers educators and private sector practitioners seek to promote it today Importantly they also discuss Singapore which is home to large Chinese and Indian populations and the most successful meritocracy in recent times Both China and India look to it for lessons Though the past present and future of meritocracy building in China and India have distinctive local inflections their attempts to enhance their power influence and social well being by prioritizing merit based advancement offers rich lessons both for one another and for the rest of the world including rich countries like the United States which are currently witnessing broad based attacks on the very idea of meritocracy **Developing Core Literacy**

**Proficiencies, Grade 11** Odell Education,2016-09-06 The Developing Core Literacy Proficiencies program is an integrated set of English Language Arts Literacy units spanning grades 6 12 that provide student centered instruction on a set of literacy proficiencies at the heart of the Common Core State Standards CCSS Reading Closely for Textual Details Making Evidence Based Claims Making Evidence Based Claims about Literary Technique Grades 9 12 Researching to Deepen Understanding Building Evidence Based Arguments The program approaches literacy through the development of knowledge literacy skills and academic habits Throughout the activities students develop their literacy along these three paths in an integrated engaging and empowering way Knowledge The texts and topics students encounter in the program have been carefully selected to expose them to rich and varied ideas and perspectives of cultural significance These texts not only equip students with key ideas for participating knowledgeably in the important discussions of our time but also contain the complexity of expression necessary for developing college and career ready literacy skills Literacy Skills The program articulates and targets instruction and assessment on twenty CCSS aligned literacy skills ranging from making inferences to reflecting critically Students focus on this set of twenty skills throughout the year and program continually applying them in new and more sophisticated ways Academic Habits The program articulates twelve academic habits for students to develop apply and extend as they progress through the sequence of instruction Instructional notes allow teachers to introduce and discuss academic habits such as preparing and completing tasks that are essential to students success in the classroom The program materials include a comprehensive set of instructional sequences teacher notes handouts assessments rubrics and graphic organizers designed to support students with a diversity of educational experiences and needs The integrated assessment system centered around the literacy skills and academic habits allows for the coherent evaluation of student literacy development over the course of the year and vertically across all grade levels [Lesson Plans for Teaching About the 50 States](#) LessonCaps,2012-09-14 Following Common Core Standards this lesson plan for teaching about the 50 States is

the perfect solution for teachers trying to get ideas for getting students excited about a book BookCaps lesson plans cover five days worth of material It includes a suggested reading schedule discussion questions essay topics homework assignments and suggested web resources

**Integrating Information & Communications Technologies Into the Classroom** Tomei, Lawrence A.,2006-10-31 This book promotes state of the art application of classroom technology for teaching and learning Teachers educational researchers and scholars are offered some twenty chapters filled with practical applications research practice and thought provoking stances on many of the key issues associated with teaching and learning in today s classroom environment Provided by publisher

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*Parallel Curriculum Units for Science, Grades 6-12* Jann H. Leppien,Jeanne H. Purcell,2011-02-15 Teachers at various stages of professional development in curriculum design will find these materials powerful examples that will guide their growth and development and sharpen their skills Mary L Slade Professor James Madison University Harrisonburg VA Supercharge your science curriculum to challenge all students Based on the best selling book *The Parallel Curriculum* this professional development resource gives multifaceted examples of rigorous learning opportunities for science students in Grades 6 12 The four sample units revolve around genetics the convergence of science and society the integration of language arts and biology and the periodic table The editors and contributors provide user friendly methods for creating more thoughtful lessons and show how to differentiate them for the benefit of all students Included are field tested and standards based strategies that guide students through Exploring the nature of knowledge Discovering connections between science and other subjects Deepening science comprehension according to their interests and abilities Connecting science to society through the study of genetics historic events literature and chemistry Each unit includes subject matter background a content framework study components teacher reflections and sample lessons Also available are online content tools such as handouts PowerPoint presentations and research activities Breathe new life into science learning with this powerful guidebook written by master educators

**Handbook of Automated Essay Evaluation** Mark D. Shermis,Jill Burstein,2013-07-18 This comprehensive interdisciplinary handbook reviews the latest methods and technologies used in automated essay evaluation AEE methods and technologies Highlights include the latest in the evaluation of performance based writing assessments and recent advances in the teaching of writing language testing cognitive psychology and computational linguistics This greatly expanded follow up to *Automated Essay Scoring* reflects the numerous advances that have taken place in the field since 2003 including automated essay scoring and diagnostic feedback Each chapter features a common structure including an introduction and a conclusion Ideas for diagnostic and evaluative

feedback are sprinkled throughout the book Highlights of the book s coverage include The latest research on automated essay evaluation Descriptions of the major scoring engines including the E rater the Intelligent Essay Assessor the Intellimetric™ Engine c rater™ and LightSIDE Applications of the uses of the technology including a large scale system used in West Virginia A systematic framework for evaluating research and technological results Descriptions of AEE methods that can be replicated for languages other than English as seen in the example from China Chapters from key researchers in the field The book opens with an introduction to AEEs and a review of the best practices of teaching writing along with tips on the use of automated analysis in the classroom Next the book highlights the capabilities and applications of several scoring engines including the E rater the Intelligent Essay Assessor the Intellimetric™ engine c rater™ and LightSIDE Here readers will find an actual application of the use of an AEE in West Virginia psychometric issues related to AEEs such as validity reliability and scaling and the use of automated scoring to detect reader drift grammatical errors discourse coherence quality and the impact of human rating on AEEs A review of the cognitive foundations underlying methods used in AEE is also provided The book concludes with a comparison of the various AEE systems and speculation about the future of the field in light of current educational policy Ideal for educators professionals curriculum specialists and administrators responsible for developing writing programs or distance learning curricula those who teach using AEE technologies policy makers and researchers in education writing psychometrics cognitive psychology and computational linguistics this book also serves as a reference for graduate courses on automated essay evaluation taught in education computer science language linguistics and cognitive psychology

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**Social-Emotional Learning and the Brain** Marilee Sprenger,2020-09-22 ASCD Bestseller Today s teachers face a daunting challenge how to ensure a positive school experience for their students many of whom carry the burden of adverse childhood experiences such as abuse poverty divorce abandonment and numerous other serious social issues Spurred by her personal experience and extensive exploration of brain based learning author Marilee Sprenger explains how brain science what we know about how the brain works can be applied to social emotional learning Specifically she addresses how to Build strong caring relationships with students to give them a sense of belonging Teach and model empathy so students feel understood and can better understand others Awaken students self awareness including the ability

to name their own emotions have accurate self perceptions and display self confidence and self efficacy Help students manage their behavior through impulse control stress management and other positive skills Improve students social awareness and interaction with others Teach students how to handle relationships including with people whose backgrounds differ from their own Guide students in making responsible decisions Offering clear easy to understand explanations of brain activity and dozens of specific strategies for all grade levels Social Emotional Learning and the Brain is an essential guide to creating supportive classroom environments and improving outcomes for all our students *Deconstructing the Nystce for the Alst* Bridgette Gubernatis,2016-01-21 This guide has been written and compiled by our instructor who focuses on the NYSTCE exclusively We have published it in a convenient size that is easy to carry In this guide you will find simple strategies for each of the exams It covers the constructivist approach to education and how this works for the NYSTCE exams This guide also includes strategies for writing the essay and examples of essays for the ATS W CST SWD and the CST multisubject exams **Real Essays with Readings** Susan Anker,2011-12-28 Real Essays delivers the powerful message that good writing thinking and reading skills are both essential and achievable From the inspiring stories told by former students in Profiles of Success to the practical strategies for community involvement in the new Community Connections Real Essays helps students to connect the writing class with their real lives and with the expectations of the larger world So that students don t get overwhelmed the book focuses first on the most important things in each area such as the Four Most Serious Errors in grammar the Four Basics of each rhetorical strategy and the academic skills of summary analysis and synthesis Read the preface [Making College Courses Flexible](#) Kevin Kelly,2024-04-01 Addressing students increasing demand for flexibility in how they complete college courses this book prepares practitioners to create equivalent learning experiences for students in the classroom and those learning from home synchronously or asynchronously Combining evidence based strategies and implementation stories shared by veteran practitioners Kevin Kelly has created a guide for educators who want to offer a more flexible and equitable path to learner success Chapters address emerging challenges related to teaching learning and managing technology and give recommendations for supporting students in courses that combine two or more participation modalities Written for busy professionals readers will be able to quickly identify where to focus their attention and how to put these ideas into practice Filled with impactful teaching techniques lessons learned and immediately applicable exercises this resource is a powerful tool for creating course experiences that support every student



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