

# Current Event Article Rubric

Name: \_\_\_\_\_ Period: \_\_\_\_\_ Grade: \_\_\_\_\_ (50 points total)

**SUBJECTS:** is summarized current event article in 200+ words. Article is off your subject. Needs to relate to either personal life or other worldly current historical events. It effectively present information to peers. It ask pertinent questions about your presentation.

|  |   |  |   |   |
|--|---|--|---|---|
| <b>Response</b> <ul style="list-style-type: none"> <li>200+ word response</li> <li>Thesis statement includes the main idea, subject, position and publishing date.</li> <li>Summary of article's information, point of view, and author/publisher from Response ties to personal life and/or other worldly current historical events.</li> </ul> <p>_____/13 pts</p> | <b>All criteria met.</b><br>A thoughtful, well-written response that is 200+ words. Strong, specific thesis statement included. Includes summary and ties to either student's personal life, other current events or historical events. | <b>Most criteria met.</b><br>Most minimum is met. Thesis is included, but missing required information. Response itself lacks personality and/or doesn't relate to any other events. | <b>Few criteria met.</b><br>Most items in between 100-200 words. Thesis is not included. Response itself lacks personality and/or doesn't relate to any other events. | <b>Criteria not met.</b><br>Word minimum is 100 words or less, thesis is not included and response itself may be taken directly from the article. |
| <b>MECHAN</b> <ul style="list-style-type: none"> <li>Mechanics, Usage, Grammar, Spelling</li> <li>Word choice</li> <li>Sentence fluency</li> </ul> <p>_____/15 pts</p>   | <b>All criteria met.</b><br>No MECHAN errors. Strong word choice used. Variety of sentence starters and lengths. Sentence fluency with understanding.   | <b>Most criteria met.</b><br>Small MECHAN errors; do not detract from understanding. Word choice is suitable. Sentence fluency is functional.  | <b>Few criteria met.</b><br>5-10 MECHAN errors; some detract from understanding. Response word choice and/or errors in sentence fluency.                              | <b>Criteria not met.</b><br>10+ MECHAN errors; detract from understanding. Weak, repetitive word choice. Errors in sentence fluency.              |
| <b>Presentation</b> <ul style="list-style-type: none"> <li>Article Summary</li> <li>Personal Opinions</li> </ul> <p>_____/13 pts</p>   | <b>All criteria met.</b><br>Summary is complete and easy to understand. Highlights personal opinions of the event with evidence as to why.  | <b>Most criteria met.</b><br>Summary is complete, but teacher or audience must ask questions to clarify events. Gives personal opinion of the event.                                 | <b>Few criteria met.</b><br>Summary is incomplete or hard to understand. Teacher or audience must ask for the personal opinion of the event.                          | <b>Criteria not met.</b><br>Summary is incomplete. Presenter has trouble answering questions.   |
| <b>Participation</b> <ul style="list-style-type: none"> <li>Audience member engagement</li> </ul> <p>_____/15 pts</p>  | <b>All criteria met.</b><br>As an audience member is engaged and respectful. Offers thoughts, responses and asks questions about peer presentations.  | <b>Most criteria met.</b><br>As an audience member is a polite, quiet listener. Asks the required questions about peer presentations.  | <b>Few criteria met.</b><br>As an audience member is sometimes paying attention. Doesn't ask pertinent questions about peer presentations.                            | <b>Criteria not met.</b><br>As an audience member is finishing other work, talking, on a device or otherwise unengaged in other presentations.    |

# Rubric For Current Events

**Social Studies School Service**



## **Rubric For Current Events:**

InFormative Assessment Robin J. Fogarty, Gene M. Kerns, 2009-09-04 Use assessment as a powerful tool to inform instruction and learning With practical informed assessment techniques you can increase your instructional effectiveness and demonstrate improvements in student learning This research based book provides in a nutshell a succinct yet substantive discussion about formative assessments and how they impact the teaching learning cycle Solving the Assessment Puzzle Piece by Piece ,2011 *Rubric Nation* Michelle Tenam-Zemach, Joseph E. Flynn, 2015-04-01 What is a rubric and how are they being used in teacher education and evaluation When did rubrics become ubiquitous in the field of education What impact do rubrics have on students teachers teacher educators and the educational enterprise This book is an edited volume of essays that critically examine the phenomenon of rubrics in teacher education evaluation and education more broadly Rubrics have seen a dramatic rise in use and presence over the past twenty five years in colleges of education and districts across the country Although there is a wealth of literature about how to make rubrics there is scant literature that explores the strengths and weaknesses of rubrics and the impact the rubric phenomenon is having in reshaping education The chapters included in this edited volume will critically reflect on the contemporary contexts of rubrics and the uses and impact of rubrics in education Since rubrics have become indelible in education it is necessary for a fuller nuanced discussion of the phenomenon Creating a book that explores these aspects of rubrics is timely and fundamental to expanding the discourse on this ubiquitous evaluation tool This book is not meant to be a series of chapters dedicated to best practices for creating rubrics nor is this text meant to present all sides of the rubric discussion Rather this text intends to offer critical polemics about rubrics that can spur greater critical discussion about a phenomenon in education that has largely been unquestioned in the literature **Inclusion Strategies for Secondary Classrooms** M. C. Gore, 2010-04-07 Keys for unlocking the doors to learning for ALL students This updated edition of the bestseller *Successful Inclusion Strategies for Secondary and Middle School Teachers* identifies locks to learning input locks processing retention locks affective locks and output locks and provides research based keys to unlock learning barriers for students with disabilities and learning challenges Packed with teacher friendly developmentally appropriate strategies that work this new edition examines Research on the unique teaching environment of secondary school classrooms The reauthorization of IDEA 2004 The impact of NCLB on special education Incorporating strategies into a Response to Intervention program Applications for Universal Design for Learning *Curriculum Trends* Valerie J. Janesick, 2003-09-05 *Curriculum Trends* is an authoritative exploration of curriculum history in America and the theory and foundations currently influencing school practices for pre K through 12th grade *Curriculum Trends A Reference Handbook* presents the most expansive up to date survey of curriculum development in the United States ranging from its history and the origins of the cry for higher standards to societal influences on schools and the legal challenges they face today Supported by examples illustrating both successful and failed school reforms critical

developments of the past 25 years and their impacts including the rise of charter schools home schooling the standards movement high stakes testing and authentic assessment are carefully analyzed The first work to examine ethical concerns with multicultural and multilingual students also addresses professionalism in teaching and teacher education Units of Instruction for Gifted Learners Diana Brigham, Jessica Fell, Constance Simons, 2006 Looking for innovative successful and engaging units to use in your gifted elementary classroom or pull out program Look no further than Units of Instruction the latest in Prufrock's collection of easy to apply units for the classroom Math science language arts and social studies are included in this interdisciplinary program **Becoming Lesbian** Tamara Chaplin, 2024-12-04 A landmark analysis of how a marginalized subculture used modern media to transform public attitudes toward sexual desire In *Becoming Lesbian* historian Tamara Chaplin argues that the history of female same sex intimacy is central to understanding the struggle to control the public sphere This monumental study draws on undiscovered sources culled from cabaret culture sexology police files radio TV photography the Minitel an early form of internet and private letters as well as over one hundred interviews filmed by the author *Becoming Lesbian* demonstrates how women of diverse classes and races came to define themselves as lesbian and used public spaces and public media to exert claims on the world around them in ways that made possible new forms of gendered and sexual citizenship Chaplin begins in the sapphic cabarets of interwar Paris These venues she shows exploited female same sex desire for profit while simultaneously launching an incipient queer female counterpublic Refuting claims that World War II destroyed this female world Chaplin reveals instead how prewar sapphic subcultures flourished in the postwar period laying crucial groundwork for the politicization of lesbian identity into the twenty first century *Becoming Lesbian* is filled with colorful vignettes about female cabaret owners singers TV personalities writers and activists all brought to life to make larger points about rights belonging and citizenship As a history of lesbianism this book represents a major contribution to modern French history queer studies and genealogies of the media and its publics *Social Studies* Barbara Slater Stern, 2013-09-27 First Published in 2002 Routledge is an imprint of Taylor Francis an informa company *From Standards to Rubrics in Six Steps* Kay Burke, 2010-10-18 Featuring a comprehensive six step process for moving from standards to rubrics this updated bestseller helps teachers build tasks checklists and rubrics differentiate for special needs and more **The Success Criteria Playbook** John Almarode, Douglas Fisher, Kateri Thunder, Nancy Frey, 2021-02-05 Provide students a clear view of what success looks like for any process task or product What does success look like for your students How will they know if they have learned This essential component of teaching and learning can be difficult to articulate but is vital to achievement for both teachers and students The Success Criteria Playbook catapults teachers beyond learning intentions to define clearly what success looks like for every student whether face to face or in a remote learning environment Designed to be used collaboratively in grade level subject area teams or even on your own the step by step playbook expands teacher understanding of how success criteria can be utilized to maximize student learning and better

engage learners in monitoring and evaluating their own progress Each module is designed to support the creation and immediate implementation of high quality high impact success criteria and includes Templates that allow for guided and independent study for teachers Extensive STEM focused examples from across the K 12 STEM curriculum to guide teacher learning and practice Examples of success criteria applied across learning domains and grades including high school content skills practices dispositions and understandings Ensure equity of access to learning and opportunity for all students by designing and employing high quality high impact success criteria that connect learners to a shared understanding of what success looks like for any given learning intention      Activities, Games, Assessment Strategies, and Rubrics For The Foreign Language Classroom Amy Buttner,2013-10-11 This book provides easy to use resources to help you write fun lesson plans With over 100 activities and games this book also includes rubrics spreadsheets materials lists and templates      *Practical Ideas for Teaching Writing as a Process* Carol B. Olson,1996-02 Contains a collection of specific classroom strategies suggestions for teaching writing to elementary school students according to an eight stage process Specific techniques for teaching each stage of the writing process descriptions of proven approaches for using these techniques are also included A wonderful resource a labor of love from a large talented group of educators Had its beginnings in the California Writing Project at the Univ of California Irvine Best Seller Illustrated      Was the American Revolution a Mistake? Burton Weltman,2013-08-27 Why was George Washington dismayed by the outcome of the American Revolution Would slavery still exist if the South had not seceded from the Union in 1861 Might socialists rule America today if Teddy Roosevelt had not run for President and lost in 1912 History is full of contingencies People confront problems and debate options for solving them Then they make a choice and face the consequences of their choice Often they wonder if a different choice might have been better Was the American Revolution a mistake Was racial segregation inevitable Was the Cold War necessary Americans have repeatedly asked these sorts of questions as they examined the consequences of their choices This is a book about revisiting crucial choices people made in history and examining the consequences of those choices for them and for us It demonstrates a method of teaching history that recreates events as people experienced them and asks important questions that troubled them but that rarely appear in conventional textbooks Unlike conventional methods that often reduce history to names dates and factoids for students to memorize it is a method that brings past debates to life the losers as well as the winners points of view and makes the subject exciting In studying history as choice students examine the problems people faced their options for solving them their decision making processes and the choices they made Then students evaluate the consequences of those choices both for people in the past and us today They explore what might have happened if different choices had been made Finally students relate the consequences of those past choices to problems we face today and the choices we need to make History as choice is a practical and practicable method It has been designed to satisfy the curriculum goals of the National Council for the Social Studies and the book explains how it can be used to satisfy any state

or local curriculum standards The book also identifies and illustrates resources that can be used with this method from data bases to popular music and explains how teachers can gradually integrate it into their courses In the first part of the book the method of history as choice is explained using the question of whether the American Revolution was a mistake as a case in point The second part of the book explores thirteen other questions about significant issues and events in American history as additional examples of how one might teach history as choice

**Transcendentalism, with Preludes on Current Events** Joseph Cook, 1881 *The Churchman*, 1882 **Teaching about the Middle East** Social Studies School Service, 2002

**Re-Awakening the Learner** Copper Stoll, Gene Giddings, 2015-10-22 Transformation of public education requires the reawakening of the sleeping giant in the room the learners Students teachers and principals develop a system of personalized mastery that challenges the current system Re Awakening the Learner Second Edition guides to just such a learning environment Continua and tools describe and assist in the journey of teachers teacher leaders and principals in partnering with learners Stakeholders identify a common moral purpose create a culture of continuous improvement and commit to infusion of students in the learning in a learner improvement cycle Common moral purpose is driven by beliefs and behaviors that support all learners to proficiency These beliefs behaviors include creating a school s culture to be ready to change trust one another to doubt current practices and develop collective efficacy This new culture supports the components of the learner improvement cycle assessment evaluation planning and learning involving the learners in each step Updates include tools and processes to assist the readers in implementation Directions templates and examples assist in realizing the future of public education Public schools must awaken to a new reality Additional key features of this updated edition include Explore a new model that empowers learners in their education Evolve through a developmental continua to becoming a personalized mastery system Determine the new skill and knowledge set needed to involve learners Utilize tools and processes that will partner with learners Ensure partnerships with learners through involvement in a new Learner Improvement Cycle Discover a methodology for inclusion of all stakeholders Hear the voices of stakeholders going through the process Diagnose school improvement through a gap analysis at the reader s site

**Make It Happen** Kim Bailey, Chris Jakicic, 2018-12-07 Ensure every educator is engaged in the right work with a collective focus on improved student learning Aligned to the Professional Learning Communities PLC at Work model this resource includes instructional coaching tools processes protocols templates tips and strategies designed to support the multidimensional work of instructional coaches and PLC training Each chapter includes action steps and reflective coaching activities as well as suggestions for navigating some of the most common issues instructional coaches face Use this book to understand the unique requirements of instructional coaches in building a school that answers the four critical questions of a PLC at Work Learn how to provide PLC training and professional development for collaborative teacher teams Study three major variables that will affect instructional coaching capacity culture and context and four major actions that will act as guiding principles Explore issues that can arise in PLC

schools as well as teacher coaching strategies to help resolve these issues Deepen your understanding of instructional coaching in a PLC with helpful online reproducibles and teacher coaching tools Acquire capacity building strategies aligned to the four PLC questions Contents Introduction Chapter 1 How to Get Started as an Instructional Coach Chapter 2 What Do We Want Students to Know and Be Able to Do Chapter 3 How Will We Know if They Have Learned It Chapter 4 How Will We Respond When Some Students Do Not Learn Chapter 5 How Will We Extend the Learning of Students Who Are Already Proficient Epilogue Maintaining the Momentum and Sustaining the Process References and Resources Index

**Learning Assessment Techniques** Elizabeth F. Barkley, Claire H. Major, 2016-01-19 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

**Assessment in the Classroom** Carolyn M. Callahan, 2006 The goal of all classrooms is to maximize the learning of all students therefore correctly assessing what students have learned is an integral part of good instruction By keeping the goal of good strong assessment in mind a teacher can clearly see his or her desired outcomes for a lesson activity or unit It is critical to take into account a student's level of knowledge understanding beliefs skills dispositions and learning styles when planning for good classroom instruction and assessment Carolyn Callahan a leader in the field of gifted education guides teachers toward answering these questions about their students and planning for quality classroom assessment In addition the book provides an overview of the most common and successful assessment methods including formal and informal assessments student self assessments and preassessment strategies for planning instruction This is one of the books in Prufrock Press popular Practical Strategies Series in Gifted Education This series offers a unique collection of tightly focused books that provide a

concise practical introduction to important topics concerning the education of gifted children The guides offer a perfect beginner s introduction to key information about gifted and talented education



## Whispering the Techniques of Language: An Psychological Journey through **Rubric For Current Events**

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