

Persuasive Writing Rubric for F-2

Name: _____

Date: _____

	Exceeds Expectations (4)	Meets Expectations (3)	Working Towards Expectations (2)	Does Not Meet Expectations (1)
Opinion, Main and Reasons	I have stated my opinion or argument clearly. I have included clear evidence and reasons that support my argument.	I have stated my opinion or argument. I have given reasons to support my opinion, but I have included some repeated reasons.	My opinion or argument is confusing and/or unclear to the reader. I have included 1 or 2 weak reasons that don't support my argument or are confusing.	I did not state an opinion or argument. I did not give any reasons to support my opinion or the topic.
Organization	My writing has an exciting opening or interesting body with satisfying conclusions.	My writing has a beginning, middle, and end.	My writing is mostly understandable, but sometimes just doesn't stick together.	My writing is disorganized. Sentences are not grouped together in a sequence.
Voice	My writing sounds like me and is full of persuasive words and examples. It sounds like I care about my argument.	My writing sounds like me and has some persuasive words and examples throughout.	My writing sounds a little like me and includes some persuasive words and examples.	My writing sounds like I could have been written by anyone. I sounds like I don't like the topic.
Word Choice	My writing has lots of new, exciting and descriptive words.	My writing has some new, exciting and descriptive words and some relevant words.	My writing has a few new, exciting and descriptive words but also lots of ordinary or repeated words.	I use the same words over and over again. Some words may be confusing or might not make sense.
Sentence Fluency	My writing has a variety of sentence types. All of my sentences are clear and precise, including different lengths and beginnings.	My writing has well developed sentences with different lengths and beginnings.	My writing has some proper sentences with different lengths and beginnings but some are still a little confusing or difficult to read.	My sentences do not use different beginnings and they are often incomplete or confusing, making the writing harder to follow and understand.
Handwriting and Spacing	I have filled all of my lines neatly and have used finger spaces between all of the words in my writing.	I have filled most of my lines neatly and have used finger spaces.	I have filled some of my lines neatly and have used some finger spaces.	My writing is difficult to read, many of my letters are not formed correctly and I have not used proper finger spaces between words.

Spelling	My writing shows that I have used the correct spelling for some sight words. Some common words are spelled correctly or phonetically. Some spelling is incorrect with a little of spelling in the words.	My writing shows that many of my sight words and common words have been spelled correctly with a little spelling making my writing difficult.
Capitalization	Some of my sentences have correct ending punctuation. I have used capital letters for some of my first letters and for names and proper nouns, but there are also some capital letters by mistake.	My writing shows that some sentences of correct ending punctuation and I have not used capital and lowercase letters correctly in my writing.
Punctuation	My writing has some correct details and I have used commas.	My writing shows that some sentences are not clear and might not even be related to my writing.



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Rubric For Assessing Persuasive Writing Year 2

Kay Burke, Eileen Depka



Rubric For Assessing Persuasive Writing Year 2:

Gwen Doty, 2011-09-01 Learn how to create relevant and appropriate assessments throughout the learning cycle so your students will have ample opportunity to show competence in ways that make sense to them and are in accordance with their readiness levels This model regards assessment as part of a cycle of continuous learning by both teachers and students that results in all students meeting expected standards *A Complete Guide to Rubrics* Audrey M. Quinlan, 2012 This book takes a developmental perspective at the use of scoring rubrics to assess student work Citing developmental characteristics of each age the author presents examples and adaptations of assessment rubrics on a variety of subjects for teachers from kindergarten through adult college After a presentation of foundation information on rubrics separate chapters are devoted to each grade level from primary through adult Written so that each chapter can be addressed independently the book provides additional chapters devoted to assessing technological topics and using rubrics with students with special needs The final chapters provide practical information to help teachers to create their own rubrics and to convert rubric scores to letter grades An updated annotated listing of recommended rubric websites is included *Handbook of Formative Assessment* Heidi Andrade, Gregory J. Cizek, 2010-04-02 Formative assessment has recently become a focus of renewed research as state and federal policy makers realize that summative assessments have reached a point of diminishing returns as a tool for increasing student achievement Consequently supporters of large scale testing programs are now beginning to consider the potential of formative assessments to improve student achievement The mission of this handbook is to comprehensively profile this burgeoning field of study Written by leading international scholars and practitioners each chapter includes a discussion of key issues that dominate formative assessment policy and practice today as well as those that are likely to affect research and practice in the coming years Key features include Comprehensive nineteen chapters cover all aspects of formative assessment including classroom assessment large scale applications technological applications applications for special needs students K 12 and post secondary applications psychometric considerations case studies and discussion of alternative assessment formats such as portfolios and performance assessments Integrative thoughtful attention is given to the integration of large scale and classroom assessments Practical provides practical guidance on how to conduct formative assessments that generate credible information to guide instruction Global provides perspectives from leading international scholars and practitioners whose expertise spans diverse settings student populations and educational systems Accessible Style although grounded in the latest research the book s style and tone has been carefully crafted to make it accessible to both the textbook and professional markets It will also be a critical reference book for researchers in teacher preparation educational administration and educational policy studies 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

Assessing Performance Robert L. Johnson, James A. Penny, Belita Gordon, 2008-10-10 A comprehensive resource for assessment practitioners this book provides step by step guidance for developing administering scoring and validating a range of performance tasks including literacy and other types of proficiency assessments The authors explore how to establish the purpose of the assessment and how to develop scoring tools train raters reduce rater bias review scores and report results and use item level and test level analyses to optimize reliability and validity Clearly written and well organized the book includes many practical examples and accessible explanations of concepts and statistical procedures It encompasses the breadth of applications of performance assessment today from educational testing and the credentialing of professionals to research and program evaluation User friendly features include Checklists of activities to complete at each stage of a performance assessment End of chapter questions to facilitate self study Annotated suggestions for further reading A quick reference glossary of terms Examples drawn from multiple educational and professional licensure contexts

Teaching Challenging Texts Lawrence Baines, Jane Fisher, 2013-06-27 Teaching Challenging Texts shows how to increase reading comprehension and enhance student engagement even with the most challenging texts Every chapter features ready to use research based lessons replete with explicit instructions handouts Common Core correlations and assessments Exploring the Future features fiction by George Orwell Suzanne Collins and William Golding nonfiction by Philip Zimbardo Stephen Pinker Abraham Lincoln Jared Diamond Dan Ariely and Ray Kurzweil images from several films an old television commercial and classical and contemporary music Understanding the Power of One features fiction by Victor Hugo and Lori Halse Anderson nonfiction by Phillis Wheatley Sojourner Truth and Edith Hamilton a young adult book on archaeology an animated film from Walt Disney and an episode

from Saturday Night Live An extensive list of free resources and correlations to the Common Core allow teachers to teach on the cheap Teaching Difficult Texts brimwith relevant and robust lessons for a new generation **Utopia** ,2003-08-19

Content-Based Curriculum for High-Ability Learners Joyce VanTassel-Baska,2010-07 This newly updated edition provides a solid introduction to curriculum development in gifted and talented education Written by experts in the field of gifted education this text uses cutting edge curriculum design techniques and aligns the core content with national and state standards In addition to a revision of the original chapters the second edition contains new chapters on topics such as second language learning leadership arts curriculum and technology The text identifies the basic principles of curriculum development accelerated learning within the core content areas use of higher order process skills development of creative student products and concept development and learning These techniques are incorporated into a chapter on each core content area language arts mathematics science and social studies as well as world languages and the arts The final chapters focus on the roles of teachers program coordinators and administrators during curriculum design including selecting resources and materials aligning curriculum and assessing student learning from back cover Enhancing Instructional Problem Solving John C. Begeny,Ann C. Schulte,Kent Johnson,2012-05-09 This book presents a schoolwide model of instructional support designed to make the most of available time resources and personnel one that is also fully compatible with other problem solving models such as response to intervention The authors provide a comprehensive and cohesive framework for linking assessment and intervention They show how to interweave evidence based instruction with targeted professional development and other components that support improved learning outcomes for all K 8 students Helpful tables describe dozens of research based assessments and interventions in reading writing and math In a large size format with lay flat binding to facilitate photocopying the volume includes more than 20 reproducible worksheets and forms The companion website features additional reproducibles and supplemental materials for use in conjunction with the book This book is in The Guilford Practical Intervention in the Schools Series *Scoring Rubrics in the Classroom* Judith Arter,Jay McTighe,2001 A practical guide to more effective assessment for improved student learning Learn how to be more consistent in judging student performance and help your students become more effective at assessing their own learning This book offers a practical approach to assessing challenging but necessary performance tasks like creative writing real world research projects and cooperative group activities Judith Arter and Jay McTighe experts in the field of assessment wrote *Scoring Rubrics in the Classroom* to help you achieve three main goals Clarify the targets of instruction especially for hard to define problem solving Provide valid and reliable assessment of student learning Improve student motivation and achievement by helping students understand the nature of quality for performances and products Each chapter is framed by an essential question and includes illustrative stories practical examples tips and cautions and a summary of key points and recommended resources for further information The resources section contains a wealth of rubrics to adopt or adapt

Teachers and administrators will find this an essential resource in increasing teacher effectiveness and student performance

Document-Based Assessment Activities for Global History Classes Theresa C. Noonan, 1999 Covers all significant eras of global history Encourages students to analyze evidence documents and other data to make informed decisions

Develops essential writing skills **NAGC Pre-K-Grade 12 Gifted Education Programming Standards** Susan, K. Johnsen, Debbie Dailey, Alicia Cotabish, 2022-01-31 The Pre K Grade 12 Gifted Education Programming Standards should be part of every school district's repertoire of standards to ensure that the learning needs of advanced students are being met The new edition of this popular book helps schools understand the updates to the standards which have a renewed emphasis on equity and inclusion The six standards focus on student outcomes in learning and development assessment curriculum planning and instruction learning environments programming and professional learning updated from professional development used in the 2010 version This book details these standards and provides suggestions for implementing each one It also includes sample assessments of student products and performances which will assist schools in developing program and service evaluation benchmarks This book is a must have for school leaders and gifted education professionals who want to offer the most effective services for gifted and advanced students It is a service publication of the National Association for Gifted Children Washington DC This designation indicates that this book has been jointly developed with NAGC and that this book passes the highest standards of scholarship research and practice *Writing and Grammar: Ruby level (11)*, 2001

State adopted textbook 2001 2007 grade 11 **Supervision for Learning** James M. Aseltine, Judith O. Faryniarz, Anthony J. Rigazio-DiGilio, 2006-05-15 Provides information on how to transform a supervisory system into a performance based model that connects to student achievement and teacher professional development **Designing and Using Rubrics for**

Reading and Language Arts, K-6 Joan F. Groeber, 2007 A valuable resource for teachers who use authentic assessment to support student learning Helpful for new teachers teachers new to using authentic assessments and experienced teachers looking for new ideas Barbara A Bradley Assistant Professor of Teaching and Leadership University of Kansas An excellent resource for classroom teachers assessment specialists staff developers and curriculum developers The information is comprehensive teacher friendly and easy to use making the book a valuable tool in the classroom Tracy Taylor Callard English Language Arts Teacher Wichita Collegiate School Wichita KS Enhance literacy instruction using a proven assessment tool rubrics Rubrics are essential tools for providing effective instruction and assessing student achievement Literacy consultant Joan Groeber provides educators with a teacher friendly step by step guide for creating and using rubrics to assess a wide range of literacy skills Groeber's approach helps ensure that students gain a clear understanding of teacher expectations and assume a greater responsibility for their own learning Offering an overview of rubrics as instructional tools with methods and strategies for developing them the revised edition includes Expanded guidelines for creating rubrics More than 40 time saving preconstructed model rubrics covering key literacy skills Rubrics at both primary and intermediate grade

levels Strategies for introducing rubrics to students and suggestions for using the rubrics New rubrics that reflect the expanding field of literacy education including information literacy and technology use Using this comprehensive resource teachers can design rubrics to meet their specific classroom needs giving students the opportunity to identify and achieve high levels of performance **Collaborative Strategies for Teaching Reading Comprehension** Judi

Moreillon,2007-02-26 Presents a collection of collaborative strategies for classroom teachers and librarians designed to help improve students reading comprehension **Arab Students' Writing in English at the College Level** Ruwaida Abu

Rass,2024-12-02 This book contains detailed theoretical information as well as practical strategies techniques and pedagogical tips It also includes analysis to the problems and challenges that face ESL EFL students in general and Arab learners in specific The book could be of interest not only to EFL researchers in academic writing writing instructors EFL educators at the college level policymakers and undergraduate and graduate students but also for any second or foreign language teachers *Using Formative Assessment in the RTI Framework* Kay Burke,Eileen Depka,2011-09-20 RTI and

formative assessment have the potential to positively impact student achievement Understand the basics of RTI and its connection to formative assessment and base instructional decisions on the results of effective formative assessment practices Learn how to adjust instruction to increase levels of student understanding and achievement with the information tools and techniques presented in this practical guide *Literacy in Australia* Amy Seely Flint,Mark Vicars,Amanda

Muscat,Maria Bennet,Robyn Ewing,Kylie Shaw,Lisa Kervin,Jessica Mantei,Jeanne Iorio,Catherine Hamm,Mitchell Parker,Marcelle Cacciattolo,Lawry Mahon,Sarah Tartakover,2024-02-20 Infused with our authors personal experiences teaching Literacy in Australia 4th Edition is delivered as a full colour printed textbook with an interactive eBook code included With a prioritised focus on the Aboriginal and Torres Strait Islander histories and cultures featured throughout the text and a greater focus on using ICT in the classroom pre service teachers will be well equipped with the knowledge of what kinds of activities they can include in and out of the classroom for an enriching learning experience for their students

Validity, Reliability and Efficiency of Comparative Judgement to Assess Student Work Sven De Maeyer,Tine Van Daal,Renske Bouwer,Marije Lesterhuis,Eva Hartell,2023-01-13

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Table of Contents Rubric For Assessing Persuasive Writing Year 2

1. Understanding the eBook Rubric For Assessing Persuasive Writing Year 2
 - The Rise of Digital Reading Rubric For Assessing Persuasive Writing Year 2
 - Advantages of eBooks Over Traditional Books
2. Identifying Rubric For Assessing Persuasive Writing Year 2
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Rubric For Assessing Persuasive Writing Year 2
 - User-Friendly Interface
4. Exploring eBook Recommendations from Rubric For Assessing Persuasive Writing Year 2
 - Personalized Recommendations
 - Rubric For Assessing Persuasive Writing Year 2 User Reviews and Ratings
 - Rubric For Assessing Persuasive Writing Year 2 and Bestseller Lists
5. Accessing Rubric For Assessing Persuasive Writing Year 2 Free and Paid eBooks
 - Rubric For Assessing Persuasive Writing Year 2 Public Domain eBooks
 - Rubric For Assessing Persuasive Writing Year 2 eBook Subscription Services
 - Rubric For Assessing Persuasive Writing Year 2 Budget-Friendly Options

6. Navigating Rubric For Assessing Persuasive Writing Year 2 eBook Formats
 - ePub, PDF, MOBI, and More
 - Rubric For Assessing Persuasive Writing Year 2 Compatibility with Devices
 - Rubric For Assessing Persuasive Writing Year 2 Enhanced eBook Features
7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Rubric For Assessing Persuasive Writing Year 2
 - Highlighting and Note-Taking Rubric For Assessing Persuasive Writing Year 2
 - Interactive Elements Rubric For Assessing Persuasive Writing Year 2
8. Staying Engaged with Rubric For Assessing Persuasive Writing Year 2
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Rubric For Assessing Persuasive Writing Year 2
9. Balancing eBooks and Physical Books Rubric For Assessing Persuasive Writing Year 2
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Rubric For Assessing Persuasive Writing Year 2
10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
11. Cultivating a Reading Routine Rubric For Assessing Persuasive Writing Year 2
 - Setting Reading Goals Rubric For Assessing Persuasive Writing Year 2
 - Carving Out Dedicated Reading Time
12. Sourcing Reliable Information of Rubric For Assessing Persuasive Writing Year 2
 - Fact-Checking eBook Content of Rubric For Assessing Persuasive Writing Year 2
 - Distinguishing Credible Sources
13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development
 - Exploring Educational eBooks
14. Embracing eBook Trends
 - Integration of Multimedia Elements

- Interactive and Gamified eBooks

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