

Autobiography Rubric

Date: _____

Score: _____ /20

Category	4	3	2	1
Introduction	The introduction is inviting, states the main topic and previews the structure of the paper.	The introduction states the main topic and previews the structure of the paper, but is not particularly inviting to the reader.	The introduction states the main topic, but does not adequately preview the structure of the paper nor is particularly inviting to the reader.	There is no clear introduction of the main topic or structure of the paper.
Content	Details are placed in logical order and the way they are presented effectively keeps the reader. Included information on all 10 required topics.	Details are placed in logical order, but the presentation style sometimes makes the writing less interesting. Included information on all 10 required topics.	Some details are not in a logical or expected order, and this distracts the reader. Included information on all 10 required topics.	Many details are not in a logical or expected order. There is little sense that the writing is organized.
Focus on Topic (Content)	Each paragraph contains a topic sentence, supporting sentences, and closing sentence that clearly makes a transition to the next paragraph.	Each paragraph contains a topic sentence, with some supporting sentences and closing sentence.	Topic sentence is somewhat clear but there is a need for more supporting information.	The topic sentence is not clear. There is a seemingly random collection of information.
Word Choice	Writer uses vivid words and phrases that linger or draw pictures in the reader's mind, and the choice and placement of the words seems accurate, natural and not forced.	Writer uses vivid words and phrases that linger or draw pictures in the reader's mind, but occasionally the words are used inaccurately or seem overdone.	Writer uses words that communicate clearly, but the writing lacks variety, punch or flair.	Writer uses limited vocabulary that does not communicate strongly or capture the reader's interest. Jargon or clichés may be present and detract meaning.
Spelling Grammar Technical	No misspellings. No grammatical errors. The paper is typewritten, double-spaced, 12-point font, single page.	Some misspellings and/or some grammatical errors. The paper is typewritten, double-spaced, 12-point font, single page.	Some misspellings and/or some grammatical errors and/or paper does not exactly follow technical requirements.	Many misspellings or grammatical errors and/or paper does not follow technical requirements.

Rubric For Student Autobiography

David Kirk



Rubric For Student Autobiography:

Teaching Writing With Rubrics Laura A. Flynn, Ellen M. Flynn, 2004-03-29 What a gift I used your book from the first day Using your guidelines I am now developing my own units and rubrics Rebecca Kennerly Student Resident Teacher Program University of New Mexico Take the guesswork out of writing instruction and assessment The step by step instructions scheduling guidelines lesson plans rubric assessments and reproducible forms in this guide are the result of years of research planning and fine tuning in the classroom Inspiring student creativity while addressing standards and meeting the needs of every student has never been so easy Special features include Step by step instructions on how to set up a classroom writing program Eleven comprehensive classroom tested lesson plans Methods for adapting rubrics for high school students gifted students English Language Learners and students with learning disabilities Strategies for evaluating every step of the writing process from pre writing to final draft How to incorporate Six Trait Writing Discover the excellent writing your students can produce when provided with a rubric and challenged to do their best Once you have used the strategies and materials in this guide you may wonder how you ever got along without them **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 *Performance-Based Assessment for 21st-Century Skills* Todd Stanley, 2021-09-03 Performance based assessments allow classroom teachers an alternative to traditional multiple choice tests We often use fill in the bubble assessments in education to determine the readiness of students However in the 21st century workplace these types of tests

fail to truly prepare students How many times in the real world are we called upon to take a multiple choice test In the real world we are called upon to prove our merit through performance based assessments displaying our 21st century skills We should be preparing students for this in the classroom Performance Based Assessment for 21st Century Skills makes the argument that teachers should use performance based assessments in the classroom It guides the educator step by step to show how he or she can create performance based assessments for students including what they look like teaching students how to create them setting the proper classroom environment and how to evaluate them

Introduction to Interdisciplinary Studies Allen F. Repko,Rick Szostak,Michelle Phillips Buchberger,2025-01-03 This book provides instructors and students in entry level interdisciplinary courses and thematic programs with a comprehensive introduction to interdisciplinary studies Authors Allen F Repko Rick Szostak and Michelle Phillips Buchberger introduce students to the cognitive process that interdisciplinarians use to approach complex problems and eventually arrive at more comprehensive understandings of them Students learn how to think like interdisciplinarians understand interdisciplinary processes and assess the quality of their own work Changes to the Fourth Edition include revised content on epistemology and methods more on integrative strategies reordering of some chapters new assignment ideas and new examples which include student examples and insights from the latest scholarly works

Policy, Professionalization, Privatization, and Performance Assessment Theresa J. Gurl,Limarys Caraballo,Leslee Grey,John H. Gunn,David Gerwin,Héfer Bembenuitty,2016-02-19 This volume reviews the background of mandated teacher performance assessment with an emphasis on policy privatization and professionalization The authors discuss the potential impact of mandated teacher performance assessments on teacher education in the content areas of mathematics English and social studies The perspectives and empirical research examined in this conceptual analysis illustrate the various ways in which the Stanford Center for Assessment Learning and Equity SCALE Teacher Performance Assessment edTPA promises to restructure teacher education in the United States The authors consider both the affordances and the constraints that teacher performance assessments offer for teacher preparation programs and conclude by discussing the implications of the intersections among policy privatization professionalization and performance assessments of teachers as well as the relationship between performance assessments and teacher education The impact of the edTPA on the development of signature pedagogies in teacher education is also discussed

Using Biographies in Your Classroom Garth Sundem,2008-01-25 Introduce your students to these amazing biographies with creative strategies to teach literacy skills and address the multiple intelligences in any classroom Activities such as creating a time line drawing a mural writing a biography and acting out a scene from history allow students to engage with the biographies of some of the world s most influential leaders of the past century Stimulate student interest with provided TIME magazine covers and background information Meet the needs of all students with tiered activities to target all students

The Collaborative Analysis of Student Learning Amy Colton,Georgea Langer,Loretta Goff,2015-05-21 A proven approach

to transformative professional learning that raises achievement for all students Does professional learning at your school promote teacher growth and propel student achievement If you re ready for a change turn to trusted educators Colton Langer and Goff pioneers of an extraordinarily effective design for professional learning Collaborative Analysis of Student Learning CASL You ll find complete strategies resources and more in this evidence based book that addresses the Common Core State Standards Learn how to Benefit from the lessons learned by the authors over two decades of nationwide implementation as you design a sustainable CASL program that drives positive change at your school Inquire into student work and assessments to promote learning excellence for all Use the CASL Teacher as Collaborative Inquirer framework to promote culturally competent academically rigorous teaching Develop and implement new instructional strategies that mesh with Common Core standards Discover how to put CASL in place at your school helping faculty and students to reach their full potential This book is extraordinary and a must have for every practitioner striving to improve student learning Colton Langer and Goff provide explicit guidance on building a culture of collaborative inquiry to empower teachers and leaders to explore their own practices in a way that fosters meaningful and relevant learning for students Victoria Duff Coordinator of Professional Learning New Jersey Principal and Supervisors Association Teacher collaborative professional learning leads to improved teaching and student learning when it is skillfully orchestrated In this book Colton Langer and Goff provide an essential resource rich with strategies tactics tools and examples to guide both facilitators and team members to structure collaborative inquiry analysis and learning in ways that deepen their learning and practice and increase results for all students Joellen Killion Senior Advisor Learning Forward

Joyful Teaching Barry Raebeck,2023-02-13 The book is both a call to action and a how to guide to effective teaching It is written in a readable accessible style yet it is supported by a wealth of knowledge and experience The intended audience is aspiring and current secondary school teachers and administrators curriculum directors and college education professors as well as lay people interested in practical progressive education This book offers dozens of strategies and original ideas to enhance teaching all manner of students in all kinds of secondary schools

Planning for Successful Reading and Writing Instruction in K-2 Antoinette Cerulli Fornshell,2003-03 In this one of a kind resource a seasoned educator guides primary teachers through planning and managing a cohesive balanced literacy program She begins by asking them to consider district requirements national standards and our individual goals From there she demonstrates how to map out plans for each month week and day Chocked full of organizational tips sample plans and model lessons this book will make teachers feel empowered and in control For use with Grades K 2

Standards-based Activities with Scoring Rubrics: Performance-based projects,2002

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