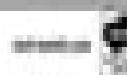


Narrative Essay Rubric

	Initial Statement and Final Grade	Narrative Techniques	Structure	Language	Content
4	Shows the reader by establishing a situation and introducing a character and/or characters, organizing an event sequence that reflects naturally.	This narrative technique, such as dialogue, description, and using figurative language to develop characters and events so as to show the response of characters to situations.	This is a variety of grammatical forms, sentence, and clauses to manage the sequence of events.	This creates words and phrases and sentence details to convey experiences and events precisely.	Shows a conclusion that follows from the reported experiences or events.
3	Shows partly the reader by establishing a situation and introducing a character and/or characters, organizing an event sequence that reflects naturally.	Shows one narrative technique, such as dialogue, description, and using figurative language to develop characters and events so as to show the response of characters to situations.	Shows one a variety of grammatical forms, sentence, and clauses to manage the sequence of events.	Shows one words and phrases and sentence details to convey experiences and events precisely.	Shows partly a conclusion that follows from the reported experiences or events.
2	Attempts to orient the reader by establishing a situation and introducing a character and/or characters, organizing an event sequence that reflects naturally.	Attempts to use narrative techniques, such as dialogue, description, and using figurative language to develop characters and events so as to show the response of characters to situations.	Attempts to use a variety of grammatical forms, sentence, and clauses to manage the sequence of events.	Attempts to use sentence words and phrases and sentence details to convey experiences and events precisely.	Attempts to provide a conclusion that follows from the reported experiences or events.
1	Does not attempt to orient the reader by establishing a situation and introducing a character and/or characters, organizing an event sequence that reflects naturally.	Does not attempt to use narrative techniques, such as dialogue, description, and using figurative language to develop characters and events so as to show the response of characters to situations.	Does not attempt to use a variety of grammatical forms, sentence, and clauses to manage the sequence of events.	Does not attempt to use sentence words and phrases and sentence details to convey experiences and events precisely.	Does not attempt to provide a conclusion that follows from the reported experiences or events.
Total score	_____ /10				



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Larry Ainsworth,Jan Christinson

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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

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

Using Rubrics to Improve Student Writing, Grade 5 Sally Hampton, Sandra M. Murphy, Margaret M. Lowry, 2009 This is one in a series of handy grade level guides providing concrete suggestions for formative assessment to foster improved student learning Complete with extensive student samples each book offers ideas for supporting learners as they write across genres Engaging Teachers, Students, and Families in K-6 Writing Instruction Danielle L. DeFauw, 2020-06-03 This text draws on interviews assignments field notes and observations from a flipped writing methodology course conducted with preservice elementary teachers in the US In doing so the text powerfully illustrates the benefits of using flipped methodologies in K 6 instruction to engage students teachers and families in authentic writing practices Engaging Teachers Students and Families in K 6 Writing Instruction demonstrates the use of flipped writing

methodologies to engage preservice teachers in literacy instruction increase their confidence as writers and bolster their understanding and application of pedagogical content knowledge In turn this underpins teachers ability to teach writing as an authentic purpose driven audience focused process In particular chapters explore effective teaching strategies including writing clinics writing contests and family literacy sessions which encourage writing development within a community of students teachers families and authors This text will be an engaging and informative guide for educational researchers teacher educators and preservice and inservice teachers looking to develop effective flipped writing pedagogies to support educators students and families

Writer's Choice Writing Assessment and Evaluation Rubrics Grade 12

McGraw-Hill Staff,2000-09 Using Rubrics to Improve Student Writing, K-5 Sally Hampton,2009 Developed as part of the influential New Standards project this resource gives you everything you need to design and improve your writing instruction Each section opens with a discussion of a genre common in school writing assignments narrative report of information instructions and response to literature Then the book presents detailed rubrics that illustrate what elements and strategies writing in that genre should display With these rubrics you ll have the tools you need to deliver formative assessment that will guide your instruction and support the young writers in your classroom At the heart of the book are dozens of samples of children s work showing writing that exceeds meets or falls short of grade level standards Accompanying each sample is an analysis of the piece and a discussion of where it falls on the rubric Instructional implications are also included along with guidance on developing rubrics that fit your teaching context

Designing Rubrics for K-6 Classroom Assessment

Debbie Rickards,Earl H. Cheek,1999 The role of rubrics in assessing student progress is explained Information and examples on how to develop rubrics to fit your needs are also provided

5 Steps to a 5 AP Spanish Language, 2008-2009

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50 Literacy Strategies

Gail E. Tompkins,1998 Elementary Reading or Language Arts One of today s leading literacy and language arts authors provides future and current teachers with practical hands on approaches for teaching literacy in this text that contains 50 research based and field tested strategies It includes strategies for reading writing listening speaking and visualizing Each strategy includes general information defining terms purpose of the strategy application and research citations a list of steps for implementing the strategy and a concluding paragraph that gives ideas for application and additional examples

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Student-generated Rubrics Larry Ainsworth, Jan Christinson, 1998 The model guides students to develop task specific rubrics for evaluating their own and their peers work **Teaching Learners of English in Mainstream Classrooms (K-8)** Linda New Levine, Mary Lou McCloskey, 2009 Teaching Learners of English in Mainstream Classrooms is a unique resource designed to help K-8 classroom teachers integrate language learning into the content curriculum. This book helps teachers teach their grade level curriculum even though they may have English language learners in their classrooms. By using the strategies provided teachers can promote content achievement for all of their students. Specifically written for content teachers Linda New Levine and Mary Lou McCloskey's clear and friendly writing style emphasizes practical application of known second language learning principles. The authors offer classroom teachers practical strategies and tools to integrate content and language learning accelerating the academic achievement of their students. Techniques for developing reading, writing, and speaking skills in the content areas are also emphasized **Writing on Demand** Anne Ruggles Gere, Leila Christenbury, Kelly Sassi, 2005 In Writing on Demand you'll discover how to help your students gain the valuable skills they need to succeed on the essay portions of the SAT ACT Advanced Placement and other exams and to help them develop as writers **The Field Guide to Teaching** Richard J. Marchesani, 2007 The goal of The Field Guide to Teaching A Handbook

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