

Hebrew and Christian Scriptures
Quarter Project: Hebrew Bible Children's Story
Instructor: Mr. Joyce Whipp
Date: December 10, 2006

Student Name: _____

Points: ____ / 50

Components:

Storyline - 10 pts
 Format - 10 pts
 Originality and Creativity - 10 pts
 In Class Presentation - 10 pts
 Self-Assessment - 10 pts
 Grand Total - 50 pts

Grading Scale

A = 90 - 100%
 B = 83 - 89%
 C = 76 - 82%
 D = 70- 75%
 F = less than 70

Point Grading Scale

A = 45-50
 B = 42-44
 C = 38-41
 D = 35-37
 F = below 35

| Category | 10 – 8 Pts | 7 – 5 Pts | 4 – 1 Pts | 0 Pts | Total |
|-----------------------------------|--|--|--|--|-------|
| Format | The children's book has more than five illustrations with three-four simple sentences of corresponding text on each page. | The children's book has four-five illustrations with three-four simple sentences of corresponding text on each page. | The children's book has two or three illustrations with large blocks of corresponding text on each page. | The children's book is not illustrated, or only illustrated with one image. | |
| Storyline | The book's text is age-appropriate, engaging, readily understandable to a modern audience and a faithful re-telling of the original story. | The text is age-appropriate and is a faithful re-telling of the original story. | The text is age-appropriate, but sometimes reverts to the text of original story. | The text is age-appropriate, but simply quotes the Biblical story in full. | |
| Originality and Creativity | Illustrations are well-crafted, colorful, and detailed. The book is put together beautifully. | Illustrations are colorful and neat. | Illustrations appear to be copied from internet or print sources. | The story appears on notebook paper or simply typed on plain white paper. | |
| In-Class Presentation | Engages the audience and explains the story gracefully, maintains eye contact throughout the room, voice is strong with varied emphases. | Maintains eye contact throughout the room, voice is strong with a good pace and varied emphases. Story is fully explained. | Student makes eye contact infrequently, voice is monotone or hurried. Explanation of the story is confusing or incomplete. | Student mumbles, is difficult to understand, or does not make eye contact. Story is not explained. | |
| Comments: | | | | | |

Rubrics For Creative Projects

Paula Greathouse, Henry "Cody" Miller



Rubrics For Creative Projects:

Standards-based Activities with Scoring Rubrics: Performance-based projects, 2002 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 Using Technology to Unlock Musical Creativity Scott Watson, 2011-07-28 It has never been easier or more fun for students to compose improvise arrange and produce music than with today s technology Perfect for pre or in service music educators Using Technology to Unlock Musical Creativity offers both a pedagogical framework and a description of the technology tools for engaging students in creative musical projects Handbook on Assessments for Gifted Learners Susan K. Johnsen, Joyce VanTassel-Baska, 2022-07-19 This essential handbook is a comprehensive and systematic examination of the assessment of gifted and advanced students and their programs and a must have resource for coordinators and directors at state and local levels Handbook on Assessments for Gifted Learners explores issues associated with building an effective identification system clarifies and interprets the need for targeted learning progress assessments for gifted learners and discusses program evaluation assessments and processes used to gauge programs success Engaging chapters written by both academic and practitioner experts provide research based practical ideas for identifying and measuring the progress of gifted and advanced learners Readers will benefit from informed recommendations stemming from current research conducted specifically for this text *Handbook of Research on Teacher Education in the Digital Age* Niess, Margaret L., Gillow-Wiles, Henry, 2015-08-03 Traditional classrooms are fast becoming a minority in the education field As technologies continue to develop as a pervasive aspect of modern society educators must be trained to meet the demands and opportunities afforded by this technology rich landscape The Handbook of Research on Teacher Education in the Digital Age focuses on the needs of teachers as they redesign their curricula and lessons to incorporate new technological tools Including theoretical frameworks empirical research and best practices this book serves as a guide for researchers educators and faculty and professional developers of distance learning tools **Creativity and the Standards** John Dacey, Wendy Conklin, 2013-01-01 Build students creativity while implementing standards based instruction This resource helps teachers learn how to merge teaching the standards and creative thinking strategies in order to help students solve problems think effectively and be innovative This unique resource includes classroom management ideas lesson examples and assessment information Learning, Design, and Technology J. Michael Spector, Barbara B. Lockee, Marcus D. Childress, 2023-10-14 The multiple related fields encompassed by this Major Reference Work represent a convergence of issues and topics germane to the rapidly changing segments of knowledge and practice in educational communications and technology at all levels and around the globe There is no other comparable work that is designed not only to gather vital current and evolving information and understandings in these knowledge segments but also to be updated on a continuing basis in order to keep

pace with the rapid changes taking place in the relevant fields The Handbook is composed of substantive 5 000 to 15 000 words peer reviewed entries that examine and explicate seminal facets of learning theory research and practice It provides a broad range of relevant topics including significant developments as well as innovative uses of technology that promote learning performance and instruction This work is aimed at researchers designers developers instructors and other professional practitioners

An Age of Extremes Joy Hakim,2005 Describes the time in America prior to the first World War the vast differences between the wealthy and the poor the changing from farming to factory work and the inventions of conveniences such as electric lights telephones and bicycles

Tch Gde Bk 6 War Terrible War G8 2005 Oup,2005

Make: Three Modes of Making Matt Zigler,2023-12-19 The Maker movement has been an excellent opportunity for people to become producers rather than just consumers and schools are recognizing the value of offering students the tools materials and skills necessary to design sophisticated and meaningful projects But teaching technical skills should not be the end goal At its best a Maker education teaches students to think and act in creative ways that can be applied to difficult challenges in all areas of life Three Modes of Making provides a framework for Maker courses in upper grades that teach students creative process skills through three key Maker modes Imitation Modification and Innovation Educators will learn the differences between the three Maker modes their associated skill sets and gain concrete methods to teach document and assess these skills Through this approach teachers will enable students to apply them to different creative needs By focusing on how to teach skill development rather than merely how to build specific objects Three Modes of Making enables students to improve and enhance their creative skills and learn ways to apply them to a wide variety of challenges This book is a road map to developing the creative problem solvers that the world needs for the future

Literacy Assessment and

Intervention for Classroom Teachers Beverly DeVries,2017-07-05 The fourth edition of this comprehensive resource helps future and practicing teachers recognize and assess literacy problems while providing practical effective intervention strategies to help every student succeed The author thoroughly explores the major components of literacy providing an overview of pertinent research suggested methods and tools for diagnosis and assessment intervention strategies and activities and technology applications to increase students skills Discussions throughout focus on the needs of English learners offering appropriate instructional strategies and tailored teaching ideas to help both teachers and their students Several valuable appendices include assessment tools instructions and visuals for creating and implementing the book s more than 150 instructional strategies and activities and other resources

Queer Adolescent Literature as a Complement to the English Language Arts Curriculum Paula Greathouse, Henry "Cody" Miller,2022-02-15 This text offers secondary ELA educators guided instructional approaches for including queer themed young adult YA literature in the English language arts classroom Each chapter spotlights the reading of one queer themed YA novel and offers pre during and after reading activities that guide students to a deeper understanding of the content while increasing their literacy practices While each

chapter focuses on a specific queer themed YA novel readers will discover the many opportunities for cross disciplinary study Thw emphasis on English language arts content as a focus for teaching LGBTQ young adult literature marks a shift from the first edition

Literacy Assessment and Intervention for Classroom Teachers Beverly A. DeVries,2023-04-25 The Sixth Edition of this comprehensive resource helps future and practicing teachers recognize and assess literacy problems while providing practical effective intervention strategies to help every student succeed DeVries thoroughly explores all major components of literacy offering an overview of pertinent research suggested methods and tools for diagnosis and assessment intervention strategies and activities and technology applications to increase students skills Substantively updated to reflect the needs of teachers in increasingly diverse classrooms the Sixth Edition addresses scaffolding for English language learners and the importance of using technology and online resources It presents appropriate instructional strategies and tailored teaching ideas to help both teachers and their students The valuable appendices feature assessment tools instructions and visuals for creating and implementing the book s more than 150 instructional strategies and activities plus other resources New to the Sixth Edition Up to date and in line with national state and district literacy standards this edition covers the latest shifts in teaching and the evolution of these standards New material on equity and inclusive literacy instruction understanding the science of reading using technology effectively and reading and writing informational and narrative texts New intervention strategies and activities are featured in all chapters and highlight a stronger technology component Revamped companion website with additional tools videos resources and examples of teachers using assessment strategies

Doing Research to Improve Teaching and Learning Kimberly M. Williams,2014-10-10 Given the increased accountability at the college and university level one of the most promising ways for faculty at institutions of higher education to improve their teaching is to capitalize upon their skills as researchers This book is a step by step guide for doing research to inform and improve teaching and learning With background and instruction about how to engage in these methodologies including qualitative quantitative and mixed methods Doing Research to Improve Teaching and Learning provides examples across disciplines of how to use one s research skills to improve teaching This valuable resource equips faculty with the skills to collect and use different types of research evidence to improve teaching and learning in any college and university classroom Special Features Chapter openers highlight the questions and issues that will be addressed in each chapter Recurring text boxes provide authentic examples from actual research studies student work and instructor reflections Coverage of challenges key successes and lessons learned from classroom research presents a nuanced and complete understanding of the process

Inspiring Creativity and Innovation in K-12 Douglas Reeves,2015-05-11 Encourage a culture of innovation and creativity Innovation and creativity are imperative to educational success and require the contributions of teachers students administrators and policymakers Explore the four essentials for developing a creative mistake tolerant culture investigate teaching and leadership beliefs and practices that undermine creativity and discover

strategies for successfully navigating challenges that your team may face along the way Theory and Practice of Technology-Based Music Instruction Jay Dorfman, 2022-01-14 This book helps to establish a theoretical and practical foundation for how to teach students to use technology as the major means for developing their musicianship Including discussions of lesson planning lesson delivery and assessment readers will learn how to gain comfort in the music technology lab *Educational Research and Innovation Fostering Students' Creativity and Critical Thinking What it Means in School* Vincent-Lancrin Stéphan, González-Sancho Carlos, Bouckaert Mathias, de Luca Federico, Fernández-Barrerra Meritxell, Jacotin Gwénaél, Urgel Joaquin, Vidal Quentin, 2019-10-24 Creativity and critical thinking are key skills for complex globalised and increasingly digitalised economies and societies While teachers and education policy makers consider creativity and critical thinking as important learning goals it is still unclear to many what it means to develop these skills in a school setting To make it more visible and tangible to practitioners the OECD worked with networks of schools and teachers in 11 countries to develop and trial a set of pedagogical resources that exemplify what it means to teach learn and make progress in creativity and critical thinking in primary and secondary education **Teach to Develop Talent** Jeanne L. Paynter, 2020-12-20 Nurture the talents of all learners Are you cultivating the real world creative problem solving skills today s diverse learners need for future success Or have we leaned so far into test preparation that we ve left no room for developing our students unique talents leaving them disengaged and unmotivated With the new brain based Talent Targeted Teaching and Learning model described in this book you can focus instead on developing all students metacognitive creative problem solving and leadership skills alongside the required content standards Teach to Develop Talent applies the psychology of motivation engagement and achievement to practical culturally responsive strategies educators can use to equitably identify and develop students cognitive and social emotional skills including curiosity creativity perseverance reasoning persistence empathy and more With this book you can Identify and develop all learners aptitudes for innovation in STEM and humanities Transform any curriculum or standards into long term aims for talent development Support and assess student progress with dozens of customizable checklists templates rubrics and surveys Challenge and engage all learners especially diverse gifted students Ideal for implementation in virtual or traditional learning environments you will ensure your students long range and multi faceted success with this hands on guide **A Gift Is for Giving** Marilyn Wickstrom, 2019-12-18 A Gift Is for Giving By Marilyn Wickstrom A Gift Is for Giving is a guide for navigating the gifted program as well as the general structure Marilyn Wickstrom taught But it s more than that This book is a group of activities that helped create the backbone for her classes This information could be useful to home schooled parents any general education teacher who has the freedom to interact their own ideas in the classroom and of course to gifted teachers as well The text includes the structure for field trips treasure hunts many quiz bowls making and selling products service projects essay writing and more The information offered within is from years of experience and learning Wickstrom hopes this book proves to be useful to everyone who reads

it Many of her classroom activities were successful and she presents the best practices she learned along the way Knowing she didn't want her experience to retire with her Wickstrom wrote this book The most important lesson she shares is Everyone has a gift and a gift is for giving

Advances in Engineering Education in the Middle East and North Africa

Mahmoud Abdulwahed, Mazen O. Hasna, Jeffrey E. Froyd, 2015-11-18 This book provides a collection of the latest advances in engineering education in the Middle East and North Africa MENA region and sheds insights for future development It is one of the first books to address the lack of comprehensive literature on undergraduate engineering curricula and stimulates intellectual and critical discourse on the next wave of engineering innovation and education in the MENA region The authors look at recent innovations through the lens of four topics learning and teaching curriculum development assessment and accreditation and challenges and sustainability They also include analyses of pedagogical innovations models for transforming engineering education and methods for using technological innovations to enhance active learning Engineering education topics on issues such as construction health and safety urban design and environmental engineering in the context of the MENA region are covered in further detail The book concludes with practical recommendations for implementations in engineering education This is an ideal book for engineering education academics engineering curriculum developers and accreditation specialists and deans and leaders in engineering education

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Table of Contents Rubrics For Creative Projects

1. Understanding the eBook Rubrics For Creative Projects
 - The Rise of Digital Reading Rubrics For Creative Projects
 - Advantages of eBooks Over Traditional Books
2. Identifying Rubrics For Creative Projects
 - 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 Rubrics For Creative Projects
 - User-Friendly Interface
4. Exploring eBook Recommendations from Rubrics For Creative Projects
 - Personalized Recommendations
 - Rubrics For Creative Projects User Reviews and Ratings
 - Rubrics For Creative Projects and Bestseller Lists
5. Accessing Rubrics For Creative Projects Free and Paid eBooks
 - Rubrics For Creative Projects Public Domain eBooks
 - Rubrics For Creative Projects eBook Subscription Services
 - Rubrics For Creative Projects Budget-Friendly Options

6. Navigating Rubrics For Creative Projects eBook Formats
 - ePub, PDF, MOBI, and More
 - Rubrics For Creative Projects Compatibility with Devices
 - Rubrics For Creative Projects Enhanced eBook Features
7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Rubrics For Creative Projects
 - Highlighting and Note-Taking Rubrics For Creative Projects
 - Interactive Elements Rubrics For Creative Projects
8. Staying Engaged with Rubrics For Creative Projects
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Rubrics For Creative Projects
9. Balancing eBooks and Physical Books Rubrics For Creative Projects
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Rubrics For Creative Projects
10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
11. Cultivating a Reading Routine Rubrics For Creative Projects
 - Setting Reading Goals Rubrics For Creative Projects
 - Carving Out Dedicated Reading Time
12. Sourcing Reliable Information of Rubrics For Creative Projects
 - Fact-Checking eBook Content of Rubrics For Creative Projects
 - 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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