

Six-trait Assessment Scoring Guide for Students

	Ideas and Content	Organization	Word Choice	Sentence Fluency	Voice	Conventions
6	The writing is clear, focused and tells what the writer does and what the reader could imagine about the writing was about some interesting detail for support.	A beginning that gets the reader's attention. Details tell in correct sequence. An effective ending.	Words that paint a strong picture. Words are chosen carefully. One specific word, phrase, adjective, simile are used correctly. No repeated words.	Simple and complex sentences correctly used. Some words flow together and repeated without. Some words begin in different ways.	Reads like a magazine. Words fit. The author came about the pace. Another has written this specific audience.	Errors are few and/or minor that the reader can easily overlook them and does so while looking for them. The writing is long enough and complex to allow the reader to understand in using a wide range of conventions.
5	Writing is clear, focused and tells what the writer does and what is supporting detail.	Write a clear and interesting beginning or effective ending. Details tell in correct sequence.	Words provide a clear image even before the time. Change in words, phrases and adjectives used correctly. Variety of words.	Sentence are simple sentences. Correctly give complete meaning most of the time. Some words vary in length and begin in different ways.	Reads like a magazine. Words fit. Most of the time. The author came about the pace. Another has written this audience in mind.	Errors are few and/or minor that the reader can easily overlook them and does so while looking for them.
4	Reader can identify purpose and main idea. Ideas are present, but not always logical.	Interesting beginning. Correct sequence of events. Ending not the only or best one.	Words that work, but do not paint a picture very clearly. Coverage of some words.	Sentence are simple sentences. Few they struggle in sentences. Some long and short sentences. Some no words begin in different ways.	There's nothing unique about this piece. It could have been written by anyone. Some a few words of effectiveness.	Errors are more, while noticeable, but not enough to make little or missing.
3	Main idea or purpose not clear. Some ideas are clear, but some are fuzzy.	Underdeveloped beginning or ending. Sequence of events are clear or not related.	Clear words that are not very used to describe. Some underused words. Some repeated words.	Sentence are simple sentences mostly of the time. Many sentences begin in the same way. Some words are a little wordy or choppy.	Author came little about the pace. Limited a narrow audience in mind.	Enough more and better needed, but do not seriously affect meaning or readability. One is less attention to detail.
2	Main idea and purpose not clear. Details are vague and not telling with the story.	Missing a beginning or ending. Sequence of events unclear or does not related.	One of words that are common. Large block of words or phrases. Images are fuzzy.	Some not very long and sentences, containing a major change. Little variety in sentence structure.	Author does not seem to be about the pace. Audience was off audience.	Enough, significant errors are noticeable and affect meaning.
1	Not clear purpose or main idea. Details are limited.	No beginning, middle or end. Does not understand or is incomplete.	No word words. Words used incorrectly. Limited vocabulary.	Sentences are either incomplete, or there are a great many sentences or choppy phrases.	Writing does not make the reader. Author does not show any and in place. No sense of audience.	Errors are serious enough to be distracting. It is hard for the reader to focus on any other facts.
	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6

Student Friendly Six Traits Rubric

Larry Lewin, Betty Jean Shoemaker



Student Friendly Six Traits Rubric:

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

Brain-Friendly Strategies for Developing Student Writing Skills Anne Hanson, 2008-10-14 Explains brain research in easy to understand language and includes real classroom stories from diverse grade levels and student populations Any teacher who wants to support effective brain friendly instruction should read this book and share it with colleagues and administrators Bobbie Faulkner Teacher Scottsdale Unified School District Phoenix AZ The major strengths are the implications of current brain research and how to maximize student learning and enjoyment in the learning process Mary Moore Third Grade Teacher Jason Lee Elementary School Richland WA A brain based approach for nurturing the writer in every student Today's world of high stakes testing challenges teachers to find a balance between brain centered and test driven practices This insightful book provides a framework for using brain compatible strategies to develop confident and competent writers while meeting district and national standards The author applies core principles of effective teaching to writing instruction and shows teachers how to foster a love of writing in their classroom Written in a user friendly format this revised edition of *Write Brain Write* features classroom stories reflection questions student examples and activities for elementary middle and high school students to help teachers implement brain friendly writing instruction This resource provides information on Creating a brain compatible classroom based on how the brain learns Using a seven step framework to promote writing skills Integrating test preparation with instruction to boost student achievement Cross curricular writing in social studies science math and language arts Foster high literacy and increase performance on high stakes tests while nurturing an authentic love for learning in every student

Empowering Students to Write and Re-write Warren Combs, 2013-09-05 Give your students the confidence to continuously improve their writing In *Empowering Students to Write and Re-write* Standards Based Strategies for Middle and High School Teachers author and educator Warren Combs provides teachers with detailed strategies and lesson plans

along with real student writing samples Review true to life scripts for conversations between teachers and students and use or create student friendly response and final evaluation forms Also learn a simple system for setting student expectations to help them reach curriculum standards Combs describes effective routines of formative self assessment and shows teachers how to form a professional learning team with their colleagues using the 6 session professional learning guide Teachers will help their students Self assess their progress with accuracy Revise partial and whole drafts Kindle their innate writing abilities Cultivate a mindset for revision This book is written in a teacher friendly mannger and has practical strategies for the teaching of revision Cindi Rigsbee NC Teacher of the Year

Optimize Your School Lyle Lee Jenkins, 2015-05-06 Lead the change that you want to see in your school Is your school or district heading in the right direction In this essential guide for leaders Lee Jenkins shows how to unite and energize your team as never before while helping your students to love learning and crave achievement A trusted advisor to numerous districts Jenkins knows how to successfully transform school culture for the long term Beginning with an introduction from scholar Michael Fullan each chapter presents compelling insights and strategies for leaders addressing how to Evolve your leadership style to guide empower and serve Apply the principles of continuous strategic improvement as an antidote to win lose approaches to school accountability Develop a healthy positive culture of achievement by deeply engaging your students in their own progress and success Turn to this resource and prepare to lead positive change from the classroom to the staff room and beyond This book creates a whole picture approach to school improvement while shunning the current top down model in favor of a school led plan The approach not only increases school performances but values the school level leadership and instructional faculty Amanda Mayeaux Career Management Specialist Iberville Parish Schools If your district is ready to move from arbitrary to observable from fractured to focused and from silos to systems you ve found the book that can move entire organizations from a goal mindset to a growth mindset Lee Jenkins provides common sense strategies that impact the efficiency and effectiveness of our classrooms with a clear focus on student growth In an educational era saturated with the latest remedy for what ails us Lee provides a refreshing cure by offering simple solutions for lasting change Dr Jane Stavem Associate Superintendent for Instruction Lincoln Public Schools Lincoln NE

Resources for Student Assessment Peggy Kelly, M. G. Kelly, Jon Haber, 2006 Detailed guidelines for creating and choosing reliable tests of technology literacy for various grades as well as case studies and best practices at the site district and state levels School Library Journal

Teaching Writing in Middle and Secondary Schools Jim Blasingame, John H. Bushman, 2005 Teaching Writing in Middle and Secondary Schools provides research based and standards based strategies as well as classroom tested activities all in one book Covering the core fundamentals of exemplary practices in the teaching of writing this book demonstrates writing processes and the use of rubrics with authentic samples taken directly from students writing portfolios Readers are also given valuable information on teaching grammar and spelling curriculum planning service learning and community and parental involvement all through

the lens of teaching writing Cultural Literacy for the Common Core Bonnie M. Davis, 2014-07-08 Build your cultural literacy while inspiring deep thoughtful unbiased thinking in students Discover a six step framework for becoming culturally literate that complements the Common Core and encourages students to be at the center of learning Explore how to develop teacher student relationships engage in collaborative conversations and encourage feedback to give voice to the increasingly diverse student body found in today s classrooms

Crafting Writers, K-6 Elizabeth Hale, 2008 How do we teach elementary students to independently use the different elements of craft that are discussed and taught in lessons We begin by honoring the reality that terms like voice sentence fluency and writing with detail are descriptions of where we want our students to be not next steps on how to reach those goals In *Crafting Writers K 6* Elizabeth Hale shows us how to identify specific elements of craft when assessing student work and planning instruction and use them to teach students the specific craft techniques that will move them forward as writers Liz offers practical information that teachers can use immediately in their classrooms She also presents a concrete process for noticing craft in writing so teachers can develop and plan craft lessons based on their students writing Learning the techniques that make up good writing also allows teachers to see craft in many different levels of writing a skill that is particularly powerful when conferring with below grade level writers Additional chapters look closely at assessment and classroom management practices like group conferring Most of us know good writing when we read it but writing teachers need to know what makes it work Filled with easy to use charts and practical lessons *Crafting Writers K 6* provides clear insight into identifying and teaching the small elements that make good writing successful *How to Create and Use Rubrics for Formative Assessment and Grading* Susan M. Brookhart, 2013-01-11 What is a rubric A rubric is a coherent set of criteria for student work that describes levels of performance quality Sounds simple enough right Unfortunately rubrics are commonly misunderstood and misused The good news is that when rubrics are created and used correctly they are strong tools that support and enhance classroom instruction and student learning In this comprehensive guide author Susan M Brookhart identifies two essential components of effective rubrics 1 criteria that relate to the learning not the tasks that students are being asked to demonstrate and 2 clear descriptions of performance across a continuum of quality She outlines the difference between various kinds of rubrics for example general versus task specific and analytic versus holistic explains when using each type of rubric is appropriate and highlights examples from all grade levels and assorted content areas In addition Brookhart addresses Common misconceptions about rubrics Important differences between rubrics and other assessment tools such as checklists and rating scales and when such alternatives can be useful and How to use rubrics for formative assessment and grading including standards based grading and report card grades Intended for educators who are already familiar with rubrics as well as those who are not this book is a complete resource for writing effective rubrics and for choosing wisely from among the many rubrics that are available on the Internet and from other sources And it makes the case that rubrics when used

appropriately can improve outcomes by helping teachers teach and helping students learn **Curriculum Design for Writing Instruction** Kathy Tuchman Glass,2004-12-09 Replete with strategies examples and reproducibles this guide is invaluable for any teacher who wants to boost student achievement in writing for any subject or grade level **Guiding Students Into Information Literacy** Chris Carlson, Ellen Brosnahan,2009 Information Literacy takes readers systematically through the management of a research activity from conception to final product Each chapter includes handouts that have been used by the authors with actual research assignments websites for further information and a bibliography of additional books that support the ideas in the chapter An appendix with examples of research papers that have been done by the authors actual students is also included *Ten Assessment Literacy Goals for School Leaders* Stephen Chappuis, Steve Chappuis, Susan M. Brookhart, Jan Chappuis,2021-04-21 Of all school related factors that influence student learning only classroom instruction has greater impact than leadership And leaders have the greatest impact when they set direction citing that the goals and purpose they provide serves to strengthen and solidify the faculty The ten competencies for school leaders described in this book are based on a few factors First standards driven reform has created new knowledge requirements and responsibilities for school leaders In today s systems sorting students along a bell curve and artificially creating winners and losers has been replaced by a mission that all students must learn well Instead of a curriculum focused on what a teacher should teach the curriculum identifies what students must know and be able to do These standards are public and communicate what a state or district values when it comes to student learning Assessing the standards day to day not through large scale accountability tests or even local short cycle or common assessments is a requirement for effective standards based reform Second is the reward of improved student learning brought about by the use of classroom assessment for learning Assessment for learning has implications not just for school leaders but also for broader educational practice The research is conclusive and improved learning lies within the grasp of anyone wishing to apply it What does it look like when school leaders demonstrate mastery of the Ten Assessment Competencies Included in the book are examples learning activities and opportunities for practice as well as success indicators for each competency as leaders work toward mastery *Getting the Most Out of Your Interactive Whiteboard* Amy Buttner,2014-01-09 Put your interactive whiteboard to immediate use with confidence and skill and launch your classroom directly into the 21st century In this book teacher and SMART Certified Trainer Amy Buttner provides clear practical steps for making the most of your interactive whiteboard plus other multimedia tools and the web You ll learn how to design your own activities using SMART Notebook software utilize the board for assessment purposes connect with online resources and more Use interactive whiteboards to enhance instruction and engage your students in a media rich setting With these strategies you ll maximize this and other revolutionary technologies and ultimately help to raise classroom achievement Reclaiming Assessment Chris W. Gallagher,2007 No Child Left Behind and accountability programs generally operate via assessment driven instruction

causing a de professionalization of teachers and a disengagement of students Chris Gallagher offers us an alternative instruction driven assessment with teachers as the primary assessment instrument It looks like a way to restore teachers as professionals and to restore students as engaged learners and it looks doable Gerald W Bracey author of Reading Educational Research How to Avoid Getting Statistically Snookered This is the most engaging exciting and useful book on assessment I have read in a long time Chris Gallagher draws on the rich experiences of Nebraska educators to show why and how that state s teachers are leading a profoundly important assessment revolution Monty Neill Executive Director FairTest National Center for Fair Open Testing Reclaiming Assessment details a more humane more educationally sound way to conduct assessments than what is called for in national and state test based accountability policies It examines how Nebraska rejected harmful high stakes testing in favor of teacher designed assessments through a groundbreaking local control assessment system Presenting vital conceptual details and practical information for any state district or school committed to finding something better for their students than filling ovals Chris Gallagher focuses in on what makes Nebraska s plan work and how it can transform and has transformed classrooms and policies In particular he homes in on four key aspects of successful teacher led assessment engaging teachers by reinvesting them with classroom and curricular level decision making power engaging students through meaningful classroom assessment engaging colleagues through a new energizing model of professional development engaging parents and other community members through school community projects In each instance Gallagher combines lessons from Nebraska s school improvement program with portraits of practice vignettes written by Nebraska educators that give a close up look at how the state s assessment system works why it works the settings in which it s making a difference and the leadership styles that match its goals best Both a challenge to educators to take back assessment from politicized top level bureaucrats and a call to create a new agenda for contemporary education Reclaiming Assessment is an ideal starting point for your efforts to return to student centered not test centered assessment Put your trust in educators abilities to observe and know their students then read Reclaiming Assessment adopt an assessment model that s already succeeding in hundreds of schools and start improving how your students are assessed today

Great Performances Larry Lewin, Betty Jean Shoemaker, 2011 The authors share what they ve learned about developing and assessing powerful performance tasks ranging from short and specific to lengthy and substantive

Writing Strategies for Talent Development Jennifer Gottschalk, 2021-04-21 Writing Strategies for Talent Development helps educators incorporate effective and engaging writing strategies into their classroom that are designed to reach struggling and gifted students alike This guide demonstrates how teachers can provide the means to write with appropriate tools and classroom structures the motivation to write through engaging genre based lessons and the opportunity to write more frequently across multiple subjects Covering genres from fantasy crime and humor to horror non fiction and even romance this book provides the tools to support every writer in the room

Data Driven Differentiation

in the Standards-Based Classroom Gayle H. Gregory, Lin Kuzmich, 2014-05-22 Collect the data you need to reach every student Veteran educators Gregory and Kuzmich provide user friendly techniques for data gathering helping you to differentiate instruction This informative book is now fully updated to support the Common Core and other key standards and includes Step by step guidance on gathering data to improve classroom dynamics pinpoint student learning styles adjust lessons for different learners and inform diagnostic teaching and assessment Techniques for using data to refresh and strengthen curriculum including numerous unit and lesson plans fully linked with the Common Core A wealth of templates for fast and simple data collection Updated differentiation strategies for the Common Core and other key standards including the Career and College Readiness Standards and the Standards of Mathematical Practice *Classroom Assessment for Student Learning* Richard J. Stiggins, Judith A. Arter, Jan Chappuis, 2004 DVD includes video segments illustrating ideas and practices presented in the book and a CD ROM containing activities that facilitate individual or group learning back cover

What Student Writing Teaches Us Mark Overmeyer, 2009 This book provides practical suggestions for teachers of writing Framed within the context of writing workshop the book examines the reasons for reading student work and provides various methods for helping students improve as writers book cover Teaching Language and Literacy James F. Christie, Carol Vukelich, Billie Enz, 2007 This text does an exemplary job of presenting current early literacy research and methods in a manner that can be understood and respected Also its emphasis upon workshop based instruction is very appealing to me as a long time advocate for this approach to literacy Scott A L Beck Georgia Southern University The third edition of Teaching Language and Literacy Preschool Through the Elementary Grades integrates a constructivist emergent literacy perspective with science based instructional practices This unique focus on theories and techniques that have proven to be successful helps pre service and in service teachers translate principles into classroom practice Perfect for any course with a focus on language the book covers the development and teaching of both oral and written language in preschool through elementary grades Its emphasis on diversity includes special features that describe how teachers can adjust instruction to meet the needs of second language and bilingual learners In addition the third edition focuses on scientifically based reading research SBRR throughout blending these findings with other perspectives in a value added approach to language and literacy teaching and learning New features include Emphasis on a blended approach to language and literacy instruction including both authentic learning linked to activities and developmentally appropriate teaching Activities such as Linking Knowledge to Practice help students connect theory to practices they observe in preschool and kindergarten classrooms In depth coverage of new federal and state literacy initiatives standardized literacy assessments and latest practices in ongoing literacy assessment

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