






	Below Grade Level	Emerging	Progressing	Meets the Standard	Exceeds the Standard
					
	U (0)	N (1)	B- (2)	B (3)	E (4)
<b>Illustrations</b>	Illustrations are incomplete or unidentifiable.	Illustrations are drawn with pencil and may include use of one or two colors. Some facial features and body parts are present. Setting is unclear.	Illustrations include several colors and include most facial features and body parts. Setting is somewhat clear.	Illustrations are detailed using multiple colors. Color choices are appropriate for each person, place or thing. Setting is defined.	Illustrations are extremely detailed. Each person has unique facial features/hair color. Size of people varies. Setting is clearly defined with multiple details.
<b>Writing</b>	No writing is present.	Writes random letters and/or copies words from the environment.	Some letter/sound correlation is present. Sight words may be present.	A complete sentence or phrase is written. Words are kid spelled and mostly readable. Sight words are spelled correctly. Speech bubbles, thought clouds, sound effects present.	One or more sentences are written. Words are kid spelled and readable. Sight words are spelled correctly. Speech bubbles, thought clouds, sound effects present.
<b>Conventions</b>	No writing is present.	Writes strings of letters with little or no spacing. Punctuation is not present.	Sentence includes one of the following: first word is capitalized, some correct spacing between words, punctuation present.	Uses mechanics some of the time: first word is capitalized, spaces properly placed between words, ending punctuation.	First word(s) in sentence(s) is/are capitalized; spaces are placed properly between words. Ending punctuation used correctly.
<b>Focus</b>	Page is blank or random marks/drawings appear on paper.	Story is unclear. Student struggles to retell story. Several ideas included in one story.	Story topic clear and matches verbal retelling. Story is mostly about one topic.	Illustrated story matches verbal and written retelling. Story is about one topic.	Student writes a developing story. Story is consistently about one topic and sequence of story makes sense.
<b>Neatness</b>	Work is scribbled all over. Words and pictures are unidentifiable.	Drawing is messy. Coloring is outside lines. Letters are not formed correctly. Reversals are present.	Drawing is legible. Coloring is generally inside lines. Letters are mostly formed correctly. One or two reversals may be present.	Drawings are legible. Coloring is neat and matches illustrations. Letters are legible and formed correctly.	Letters are formed correctly and sized appropriately. Illustrations are colored inside the lines. People, places and things are colored using appropriate color choices.
<b>Composite Scores:</b>	Us +0-4	Ns+5-7	B-+8-11	B+12-16	E+17-20

# Rubrics For Kindergarten Examples

**Dylan Wiliam, Siobhán Leahy**



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A Collection of Performance Tasks and Rubrics Charlotte Danielson, 1999 A collection of 20 class tested activities corresponding to K-3 math topics      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      **Rubrics** Germaine L. Taggart, Sandra J. Phifer, Judy A. Nixon, Marilyn Wood, 1999-03-28 What is a rubric How can I implement them as evaluation tools How can I make better use of my existing rubrics This bestseller answers these questions providing you with all the necessary information to apply rubrics from the classroom to the administrative office Each chapter stands alone as a practical reference guide The authors cover curriculum evaluation student input into rubrics cross curricular approaches rubric categories specialty rubrics and teacher evaluation Easily adaptable samples as well as plenty of descriptive scenarios will give educators the information and confidence they need to create utilize and evaluate rubrics      Succeeding at Teaching Mathematics, K-6 Julie Sliva Spitzer, Cheryl D. Roddick, 2007-12-06 This invaluable resource helps beginning educators focus on the big ideas in teaching mathematics and promote student engagement      **35 Rubrics and Checklists to Assess Reading and Writing** Adele Fiderer, 1998 Drawing on her extensive experience as a teacher the author shares quick clear and easy rubrics for accessing students work These ideas will help students learn the qualities of a good performance and give parents a detailed picture of their children's progress      Assessing and Teaching Reading Comprehension and Writing, K-3 K. Michael Hibbard, Elizabeth A. Wagner, 2003 First Published in 2003 Routledge is an imprint of Taylor Francis an informa company      From Standards to Rubrics in Six Steps Kay Burke, 2010-10-18 Practical tools for translating standards to rubrics and ensuring high student achievement Burke's six step process helps educators create tasks that promote learning for all students and write rubrics linked straight to the requirements of state standards Featuring templates and sample tasks rubrics and units this updated bestseller shows educators how to create more complex performance tasks work in grade level or vertical teams and Apply the six step process to link teaching and assessment to standards Build their own tasks checklists and rubrics Differentiate for special needs within standards linked tasks Share checklists and rubrics with students for ongoing formative assessment and self assessment      **Curriculum Mapping for Differentiated Instruction, K-8** Michelle A. Langa, Janice L. Yost, 2006-10-13 This easy to use guide to curriculum mapping and instructional planning for

K 8 student centered classrooms blends standards rubrics interdisciplinary units and a Teacher s Tool Chest for successful learning

**42 Rules for Elementary School Teachers (2nd Edition)** Susan Guerrero,2012-11 Written by an experienced educator 42 Rules for Elementary School Teachers 2nd Edition is a collection of personal and practical professional advice on how to thrive as an elementary school teacher These guiding best practices promote clear connections to successfully creating a learning community that supports students while keeping teachers sane and successful Here are the rules that will help teachers rule the school Whether it s your first year teaching your last or somewhere in between 42 Rules for Elementary School Teachers 2nd Edition will give you easy to implement strategies for being an outstanding and effective educator Susan Guerrero shares the rules she has learned and lived in over twenty years in education Her experiences as an educator are varied and diverse giving her a full understanding of the personal and professional challenges teachers face As a supporter of teachers Susan brings the insights she has gained from being both inside and outside the classroom 42 Rules for Elementary School Teachers 2nd Edition is for any teacher who wants to stay connected to the joy of teaching or who wants to learn What you need do to be successful before students ever enter the classroom Why we need to ask important questions What PREP really is and how it will help you reach every student Why you can relax and still be phenomenal

**Multifaceted Assessment for Early Childhood Education** Robert J. Wright,2010 Multifaceted Assessment in Early Childhood is ideal for those on upper division undergraduate courses and first level graduate courses in early childhood education assessment The book covers the various measures used in a range of assessment dimensions and includes valuable information regarding young children with special needs and English Language Learners which has rarely been touched upon in other textbooks The chapters are focused on student accessibility and include practical applications of key concepts Features and benefits Covers a range of assessment concepts including Formative uses feedback from learning to adapt teaching Summative i e tests quizzes Authentic focuses on complex deeper tasks Standardized STAR SAT Includes coverage of assessment for English language learners and children with special needs topics that are not provided enough coverage in other books including Wortham McAfee Puckett and Mindes Wright s writing style grabs and engages the reader in the topic Two of our reviewers who use Wortham specifically cited Wright s writing style as a reason they would adopt our book A McAfee reviewer is likely to switch for the same reason

*Teaching Children Physical Education* George Graham,2008 Contains brief vignettes of elementary school physical education teachers demonstrating some of the teaching skills described in the book

15 Easy Lessons That Build Basic Writing Skills in Grades K-2 Mary Rose,2002 Put your students on the road to success with these easy lessons that build basic writing skills and get kids ready for the standardized tests These hands on activities teach punctuation capitalization sequencing and much more Students learn about periods by mini stop signs at the end of sentences in the morning message identify main idea by brainstorming titles to stories and use graphic organizers to plan their own stories

A Collection of Performance Tasks & Rubrics: Upper Elementary

Mathematics Charlotte Danielson, Joshua Dragoon, 2013-10-18 This book provides a collection of performance tasks and scoring rubrics for a number of important topics in upper elementary school mathematics Included are many samples of student work which clarify the tasks and anchor the points of the scoring rubrics      Embedding Formative Assessment Dylan Wiliam, Siobhán Leahy, 2024-06-18 Effective classroom formative assessment helps educators make minute by minute day by day instructional decisions This clear practical guide for teachers centers on five key instructional strategies along with an overview of each strategy and practical formative assessment techniques for implementation in K 12 classrooms The authors provide guidance on when and how to use the techniques tips cautions and enhancements to sustain formative assessment Educators will learn how to Clarify share and understand learning intentions and success criteria Engineer productive discussions and activities that elicit evidence of learning Provide feedback that moves learners forward Activate students as learning resources for each other Activate students as agents of their own learning Contents Techniques Tips Cautions and Enhancements Acknowledgments About the Authors Introduction Chapter 1 Why Formative Assessment Should Be a Priority for Every Teacher Chapter 2 Your Professional Learning Chapter 3 Strategy 1 Clarifying Sharing and Understanding Learning Intentions and Success Criteria Chapter 4 Strategy 2 Engineering Effective Discussion Tasks and Activities That Elicit Evidence of Learning Chapter 5 Strategy 3 Providing Feedback That Moves Learning Forward Chapter 6 Strategy 4 Activating Students as Learning Resources for One Another Chapter 7 Strategy 5 Activating Students as Owners of Their Own Learning Conclusion Resources Appendix References Index      *Math Trailblazers* , 2003-07-25 Mathematics program integrating math science and language arts      **Mathematics Assessment and Intervention in a PLC at Work®, Second Edition** Sarah Schuhl, Timothy D. Kanold, Mona Toncheff, Bill Barnes, Jessica Kanold-McIntyre, Matthew R. Larson, Georgina Rivera, 2023-06-27 This second edition book from the Every Student Can Learn Mathematics series guides you and your collaborative teams in building student and collective teacher efficacy through the formative use of common assessments Discover how you can work interdependently to design high quality assessments calibrate scoring of student work and analyze data to enhance instructional practices and sustain effective Tier 2 learning experiences for students New and enhanced protocols and examples provide practical tools and models for immediate implementation Improve your mathematics collaborative team assessment processes using the four critical questions of a PLC at Work along with an RTI or MTSS focus on effective Tier 2 interventions This book will help K 12 mathematics teachers and teacher teams Learn the criteria for the formative use of all unit by unit common mathematics assessments Identify essential learning standards as drivers for common assessments and student reflection Design and use high quality common assessments and team scoring agreements Calibrate the scoring of student work for consistent formative feedback to students Engage in data protocols that analyze student work to enhance instructional practices identify students in need of targeted intervention or extension and create effective intervention learning experiences Determine how students can reflect and set goals using the formative

feedback process based on common unit by unit assessments Design and implement an effective Tier 2 mathematics intervention program to support student learning Contents Preface Introduction Chapter 1 The Mathematics at Work Common Assessment Process Chapter 2 Quality Common Mathematics Assessments Chapter 3 Sample Common Mathematics Assessments and Calibration Routines Chapter 4 Teacher Actions in the Formative Assessment Process Chapter 5 Student Actions in the Formative Assessment Process Chapter 6 Team Response to Student Learning Using Tier 2 Mathematics Intervention Criteria Summary Epilogue Appendix References and Resources Index

Transforming Schools for English Learners Debbie Zacarian, 2011-04-18 Position your school to successfully teach English learners Could your school be more effective at instructing its English learners Whether you are just beginning to work with an emergent population or need to improve your program this book provides a comprehensive framework for improving ELs academic performance and school engagement through visionary planning of EL education programming The author addresses such critical topics as Selecting the appropriate program model for your school Creating effective student course schedules for language development and content Making data driven decisions using effective measures of student performance learning Effectively using Response to Intervention RTI

**Assignments Matter** Eleanor Dougherty, 2012 Drawing from her extensive experience as a teacher coach author Eleanor Dougherty shows teachers and administrators how to craft high quality assignments and helps them understand the powerful impact that assignments can have on teaching and learning

Righting What's Wrong with Writing Instruction Crystal Jean Linnet, 2008

*The Other Side of the Report Card* Maurice J. Elias, Joseph J. Ferrito, Dominic C. Mocer, 2015-12-14 To better serve the whole child look at the whole report card Although parents and teachers spend more time in conferences talking about behavior than they do about rubrics and test scores too many teachers are still guessing when it comes to using outdated behavior ratings and comments to describe the whole child With this book you ll take report cards to the next level integrating social emotional learning and character development into any grading system Resources include Guided exercises for analyzing existing report cards Suggested report card designs Tips on improving teacher parent communication Case studies Testimonials from teachers and students

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