

Category	4 Advanced	3 Proficient	2 Basic	1 Below Basic
<b>Focus</b>	The writing is clear and one point or two main points of the paragraph are repeated.	Sometimes the writing moved away from the main point or focus of the paragraph. (15-20 paragraphs) always will not repeat.	The writing is not clear and shifted away from the point. (20-25 paragraphs) always will not repeat.	The writing but not clear and shifted away from the point or paragraph. The writing is very difficult to understand or follow. (25-30 paragraphs) will not repeat or meaning unclear.
<b>Organization</b>	There is a clear introduction, body, and conclusion. There are appropriate transitions for content ideas.	The paragraphs are not in a logical order. (20 paragraphs) of the writing not strengthened. Some transitional words are used.	The writing is not organized and no strong paragraphs. There are no transitional words.	There is no introduction, body, or conclusion. There are many words or phrases about. There are no transitional words. (20-25 paragraphs) begin the writing and are not clear the main. (25-30 paragraphs) words are used in writing.
<b>Style</b>	The language of sentences are varied and sentences vary in structure. Most ideas are clear and easy to follow throughout writing.	There is some variation in language of sentences and sentence structure. Some clear and paragraphs are clear.	There is many little variations in language of sentences and sentence structure. There are paragraphs words are used in writing.	There is no variation in language of sentences and sentence structure. There are paragraphs words are used in writing.
<b>Conventions (Spelling)</b>	There are no spelling errors in writing.	There are many few errors in spelling. (15-20)	There are many errors in spelling. (1-4-20)	There is an excess of spelling errors. (15-20 or more)
<b>Conventions (Punctuation)</b>	There are no punctuation errors in writing.	There are many few errors in punctuation. (15-20)	There are many errors in punctuation. (1-4-20)	There is an excess of punctuation errors. (15-20 or more)
<b>Conventions (Grammar)</b>	There are no errors in grammar usage. The student's writing is clear and easy to follow. (15-20)	There are many few errors in grammar usage. The meaning of writing is still clear. (15-20)	There are many errors in grammar usage. The meaning of writing is difficult to understand. (1-4-20)	There is an excess of errors in grammar usage and writing is very difficult to understand. (15-20 or more)
<b>Handwriting</b>	The handwriting is very neat and easy to read.	The handwriting is legible.	The handwriting is barely legible and not so neat.	The handwriting is not legible.
<b>Turned In</b>	The writing was turned in on time.	The writing was not turned in.	The writing was not turned in.	The writing was not turned in.
<b>Total</b>	/32			

Name: \_\_\_\_\_

# Rubric For 5 Paragraph Essay

**Laura A. Flynn, Ellen M. Flynn**



## **Rubric For 5 Paragraph Essay:**

*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 Collections of Performance Tasks & Rubrics Deborah Blaz, 2013-08-06 This book features 68 performance tasks and rubrics all designed to motivate and engage your students Also included are samples of student work to help you apply the rubrics and develop your grading and scoring skills The performance assessments in this book were contributed by teachers like you from all over the country and they include open ended and extended response exercises projects and portfolios behavioral assessments skits debates discussions etc authentic assessments and student self assessments in addition to those administered by teachers *Visual Literacy in the K-12 Social Studies Classroom* Matt Hensley, Stewart Waters, William B. Russell, 2023-09-01 Visual Literacy in the K 12 Social Studies Classroom is an engaging resource that unites pedagogical theory and practical strategies empowering teachers to foster critical thinking and cultural awareness among students through the interpretation and creation of visual content Packed with a variety of visual tools resources teacher tested lesson plans and more this book showcases the power of leveraging visual literacy to craft authentic and meaningful social studies learning experiences that resonate with learners of all ages English Language Arts, Grade 6 Module 2 PCG Education, 2015-12-14 Paths to College and Career Jossey Bass and PCG Education are proud to bring the Paths to College and Career English Language Arts ELA curriculum and professional development resources for grades 6 12 to educators across the country Originally developed for EngageNY and written with a focus on the shifts in instructional practice and student experiences the standards require Paths to College and Career includes daily lesson plans guiding questions recommended texts scaffolding strategies and other classroom resources Paths to College and Career is a concrete and practical ELA instructional program that engages students with compelling and complex texts At each grade level Paths to College and Career delivers a yearlong curriculum that develops all students ability to read closely and engage in text based discussions build evidence based claims and

arguments conduct research and write from sources and expand their academic vocabulary Paths to College and Career s instructional resources address the needs of all learners including students with disabilities English language learners and gifted and talented students This enhanced curriculum provides teachers with freshly designed Teacher Guides that make the curriculum more accessible and flexible a Teacher Resource Book for each module that includes all of the materials educators need to manage instruction and Student Journals that give students learning tools for each module and a single place to organize and document their learning As the creators of the Paths ELA curriculum for grades 6 12 PCG Education provides a professional learning program that ensures the success of the curriculum The program includes Nationally recognized professional development from an organization that has been immersed in the new standards since their inception Blended learning experiences for teachers and leaders that enrich and extend the learning A train the trainer program that builds capacity and provides resources and individual support for embedded leaders and coaches Paths offers schools and districts a unique approach to ensuring college and career readiness for all students providing state of the art curriculum and state of the art implementation

Beyond the Five-paragraph Essay Kimberly Hill Campbell,Kristi Latimer,2012 Love it or hate it the five paragraph essay is perhaps the most frequently taught form of writing in classrooms of yesterday and today But have you ever actually seen five paragraph essays outside of school walls Have you ever found it in business writing journalism nonfiction or any other genres that exist in the real world Kimberly Hill Campbell and Kristi Latimer reviewed the research on the effectiveness of the form as a teaching tool and discovered that the research does not support the five paragraph formula In fact research shows that the formula restricts creativity emphasizes structure rather than content does not improve standardized test scores inadequately prepares students for college writing and results in vapid writing In *Beyond the Five Paragraph Essay* Kimberly and Kristi show you how to reclaim the literary essay and create a program that encourages thoughtful writing in response to literature They provide numerous strategies that stimulate student thinking value unique insight and encourage lively personal writing including the following Close reading which is the basis for writing about literature Low stakes writing options that support students thinking as they read Collaboration in support of discussion debate and organizational structures that support writing as exploration A focus on students writing process as foundational to content development and structure The use of model texts to write in the form of the literature students are reading and analyzing The goal of reading and writing about literature is to push and challenge our students thinking We want students to know that their writing can convey something important a unique view to share defend prove delight discover and inspire If we want our students to be more engaged skilled writers we need to move beyond the five paragraph essay

*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

Improving Assessment and Evaluation Strategies on Online Learning Surjani Wonorahardjo,Sari Karmina,Habiddin,2022-06-10 ICLI is an annual International Conference on

Learning Innovation ICLI hosted by Universitas Negeri Malang Indonesia in collaboration with the Islamic Development Bank IsDB and Indonesian Consortium for Learning Innovation Research ICLIR as well as Univerisiti Teknologi MARA Cawangan Perlis Malaysia serving as co organizer this year The conference aims to gather researchers practitioners students experts consultants teachers and lecturers to share their insights and experiences on research not only in constructing innovations in learning but also the knowledge of learner s capability The learners who are characterized as creative and competent by having the ability to understand what they have learned and capable of taking initiative and thinking critically In addition ICLI is organized on the basis of the trend in the 21st century categorized by the increasing complexity of technology and the emergence of a corporate restructuring movement This book is the proceeding of ICLI 2021 containing a selection of articles presented at this conference as the output of the activity Various topics around education are covered in this book and some literature studies around specific topics on learning and education are covered as well This proceeding book will be beneficial to students scholars and practitioners who have a deep concern in education It is also futuristic with a lot of practical insights for students faculty and practitioners and also a description of the Indonesian educational system in today s era

*CliffsNotes HiSET Cram Plan* Tim Collins, Timothy G. Collins, 2015 CliffsNotes HiSET Cram Plan provides calendarized test prep for the HiSET which is a high school equivalency test similar to the GED and used in a growing number of states

**Multilingual Perspectives in Geolinguistics: 2nd Edition** Hikaru Kitabayashi, 2015 Multilingual Perspectives in Geolinguistics 2nd Edition is a publication of the American Society of Geolinguistics created with the active participation of its Japanese membership The 2nd edition is a significantly expanded version with new chapters contributed by special request of the editorial staff The editors in chief are Professor Wayne Finke of Baruch College City University of New York and Professor Hikaru Kitabayashi of Daito Bunka University The object was to offer potential readers a more complete introduction to current literature dealing with geolinguistic themes than was the case with the first edition with Geolinguistics being defined as the study of languages and varieties of language in contact and or conflict This 2nd edition also contains many small corrections to the original text and it is to be hoped that it will offer a more satisfying experience than was possible with the first edition which due to its historical interest is being kept in print for the time being

**Writing** Elena L. Grigorenko, Elisa Mambrino, David D. Preiss, 2012-05-04 This book captures the diversity and richness of writing as it relates to different forms of abilities skills competencies and expertise Psychologists educators researchers and practitioners in neighboring areas are interested in exploring how writing develops and in what manner this development can be fostered but they lack a handy unified and comprehensive source of information to satisfy their interest The goal of this book is to fill this void by reflecting on the phenomenon of writing from a developmental perspective It contains an integrated set of chapters devoted to issues of writing how writing develops how it is and should be taught and how writing paths of development differ across writing genres Specifically the book addresses typologies of writing pathways of the development

of writing skills stages of the development of writing individual differences in the acquisition of writing skills writing ability and disability teaching writing and the development and demonstration of expertise in writing *Writing Workshop Teacher Created Resources*,2004-06-28 This book is perfect for busy teachers who want a comprehensive resource for teaching writing It includes lessons on the different writing genres language use and conventions and the writing process **How to Write an Essay Gr. 5-8** Brenda Rollins,2009-09-01 Take the fear out of writing essays and empower your students by giving them the tools to comprehensively express their point of view Our resource breaks down the writing process while exploring the four different kinds of essays Start off by learning what is an essay before using graphic organizers to help during the prewriting process Continue this understanding with drafting by completing an informal outline Then go into great detail when describing something with descriptive essays Learn how to tell a story with narrative essays Explain a difficult subject more easily with informative or expository essays Find out how to change someone s mind with persuasive essays Finish up the unit with revising proofreading and editing practice Aligned to your State Standards and written to Bloom s Taxonomy reproducible writing tasks crossword word search comprehension quiz and answer key are also included *Job-Embedded Professional Development* Sally J Zepeda,2014-09-12 In today s schools teachers are frequently called on to adapt new curricula and instructional practices in their classrooms Making sense of the complexities of teaching occurs primarily during the work day and instead of relying on before or after school one size fits all professional development activities schools must support teachers in learning on the job The latest book from renowned author Sally J Zepeda is written for teachers teacher leaders and school and district leaders who want to support job embedded learning a powerful form of professional development characterized by active learning and reflection grounded in the context of a teachers work environment Job Embedded Professional Development provides a framework for helping teachers stop take a deep breath and learn along the way as they engage in their daily work Through the engaging job embedded learning activities processes and cases from the field explored in this book teachers will immediately be able to Implement what they are learning in the context of their own classrooms Work with supportive peers who can coach them along the way Get feedback on what s working and what needs to be tweaked Learn as adult learners fully capable of making sound professional judgments Engage in conversations that allow teachers to dig deeper into their practices Focus intently on content knowledge and the linkages to instruction and assessment Capitalize on learning in digital learning environments before during and after school Gain confidence in themselves and others through learning together **The Complete Idiot's Guide to the TOEFL®** Elizabeth Rollins,2013-08-06 Unlike other test prep books this guide covers both the paper based and the Internet based test With supplemental online podcasts as well as clear prose ample practice questions easily digested chapters and two full practice tests this Complete Idiot s Guide is an essential addition to any non English speaker preparing for admission at more than 8 500 colleges and universities in English speaking countries **Mining Complex Text, Grades 6-12** Diane Lapp,Thomas

DeVere Wolsey, Karen Wood, Kelly Johnson, 2014-10-10 How many times have you heard a picture is worth a thousand words In this text Lapp Wolsey Wood and Johnson make a vital connection between reading words and the role of graphics They demonstrate how teachers and students can blend the two such that great learning occurs in every classroom every day DOUGLAS FISHER Coauthor of Rigorous Reading Imagine you are a fourth grader reading about our solar system for the first time Or you are a high school student asked to compare survival in Suzanne Collins' The Hunger Games and Elie Wiesel's Night Reading complex texts of any kind is arduous and now more than ever students are being asked to do highly advanced thinking talking and writing around their reading If only there were ingenious new power tools that could give students the space to tease apart complex ideas in order to comprehend and to weld their understandings into a new whole Good news such tools exist In the two volumes Mining Complex Texts Grades 2-5 and 6-12 a formidable author team shares fresh ways to use the best digital and print graphic organizers in whole class small group and independent learning Big believers of the gradual release method the authors roll out dozens of examples of dynamic lessons and collaborative work across the content areas so that we see the process of using these visual tools to Help students read reread and take notes on a text Promote students oral sharing of information and their ideas Elevate organized note making from complex texts Scaffold students narrative and informational writing Move students to independent thinking as they learn to create their own organizing and note taking systems Gone are the days of fill em in and forget em graphic organizers With these two volumes teachers and professional development leaders have a unified vision of how to use these tools to meet the demands of an information saturated world one in which students need to be able to sift sort synthesize and apply knowledge with alacrity and skill

**Handbook of Research on Assessment Literacy and Teacher-Made Testing in the Language Classroom** White, Eddy, Delaney, Thomas, 2018-11-23 The evaluation of student performance and knowledge is a critical element of an educator's job as well as an essential step in the learning process for students The quality and effectiveness of the evaluations given by educators are impacted by their ability to create and use reliable and valuable evaluations to facilitate and communicate student learning The Handbook of Research on Assessment Literacy and Teacher-Made Testing in the Language Classroom is an essential reference source that discusses effective language assessment and educator roles in evaluation design Featuring research on topics such as course learning outcomes learning analytics and teacher collaboration this book is ideally designed for educators administrative officials linguists academicians researchers and education students seeking coverage on an educator's role in evaluation design and analyses of evaluation methods and outcomes *Activities for a Differentiated Classroom Level 6* Wendy Conklin, 2011-02-01 Easily implement grade appropriate lessons suitable for Grade 6 classrooms Based on current research these easy to use lessons are based on a variety of strategies to differentiate your instruction Activities are included to allow access to all learners Includes interactive whiteboard compatible Resource CD with sample projects templates and assessment rubrics 160pp plus Teacher Resource CD Teaching English Language

Learners Through Technology ,     ACT: The Writing Test ,     *Fostering Foreign Language Teaching and Learning Environments With Contemporary Technologies* Çetin Köroğlu, Zeynep,Çakır, Abdulvahit,2023-12-29 With so many new technologies becoming available to language educators today it can seem overwhelming and many who are eager to implement these advancements into their classrooms may not know where to start *Fostering Foreign Language Teaching and Learning Environments With Contemporary Technologies* emerges as an essential guide book for educators scholars and policymakers navigating the intricacies of modern language pedagogy Within these pages the journey begins by acknowledging the digital revolution that has given rise to a generation of digital natives Drawing from John Dewey s timeless wisdom the book echoes the urgency to equip today s learners with the tools of tomorrow By exploring the metaverse augmented reality and artificial intelligence it unravels a tapestry of innovative possibilities Through vivid exemplars this volume elucidates how these cutting edge technologies can seamlessly integrate into the traditional classroom or the virtual learning space Designed for students professionals educators and scholars entrenched in foreign language education it stands as a definitive resource Unveiling a spectrum of topics including artificial intelligence augmented learning for acquiring speaking reading writing and listening skills It also delves into the role of augmented reality in redefining language classrooms and vocabulary acquisition and the metaverse is unveiled as a realm of untapped potential and learner autonomy within tech infused classrooms becomes a focal point It extends its embrace to encompass program designers administrators and practitioners unraveling the tapestry of language instruction learning and assessment



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