

Revised 11/11/02

Kid Friendly Writing Rubric

by Suzy Red <http://suzyred.com>

	Score Point 1	Score Point 2	Score Point 3	Score Point 4
Focus & Coherence <i>Does it make sense?</i>	• Hard to understand...ideas jump around. • Introduction and conclusion are meaningless. • Not complete. • Extra information that is off the subject. • You aren't clear about what you are saying about the prompt.	• Your writing has <u>some</u> focus but may shift quickly from idea to idea. I can understand how your ideas fit together. • Your writing has some sense of completeness, but the <u>introduction</u> and conclusion are not helpful. • You give extra information that doesn't make your writing clearer or more interesting.	• Most parts are focused. • Clear links between ideas, not many jumps from one idea to the next. • It has a feeling of being complete. • The introduction and conclusion add interest and focus. • Most of your writing is good quality and helps me understand the ideas.	• Focused! The ideas fit together to form a whole. • Complete! • Good introduction & conclusion • Most, if not all, of your writing leads to the end. • Good overall quality
Organization <i>Is it organized? Are your ideas in logical order? Do you make good transitions?</i>	• Few or no transitions • Not logical • It looks like you put your ideas into a bag, shook it up, and drew them out just any old way. • Your ideas are hard to follow because of extra words or repeated ideas.	• Your ideas don't always follow each other <u>logically</u> • You need better transitions between your ideas. • Organization is weak. • You may have some extra words or repeated ideas, but I can still understand some of your ideas.	• Your sentences and paragraphs are mostly smoothly linked to each other with meaningful transitions. • You make mostly good links between ideas. • Mostly good organization • If you have extra words or repeated ideas, they don't keep the ideas from making sense in their logical order.	• Your sentences and paragraphs are smoothly <u>LINKED</u> to each other with smooth, meaningful transitions. • Your <u>PLAN</u> helps make your ideas clear and interesting.
Depth of Development <i>How much detail and information do you give about your ideas?</i>	• You give one or more ideas but don't develop them. • You give one or more ideas and try to develop them. However, I still can not understand your ideas. • You only write a plot <u>summary</u> of a published piece of writing, a movie, or a television show. • You leave out information, causing big gaps between ideas. These gaps keep me from understanding your ideas.	• You make lists of ideas and don't explain them much so that I can't really understand and appreciate your ideas. • You write about one or more ideas and try to develop them, but you don't write from your heart about them. • You leave out small pieces of information that create little gaps between ideas, but I still understand what you mean.	• Good clear ideas. Most of your ideas are elaborated. • You try to develop all of the ideas, but some are more developed than others. • For the most part, I understand and appreciate your ideas. • You <u>seem to be afraid to take risks and to write from your heart</u>.	• Wow! Your ideas are really clear and complete with lots of elaboration! • I really understand and appreciate your ideas. • The way you tell your ideas is thoughtful or <u>wise</u>. • You are not afraid to take risks, to write from <u>YOUR HEART</u>, to weave in <u>YOUR</u> unique experiences, or to make interesting connections between ideas. • Great quality! I loved reading it!

Kid Friendly Rubrics First Grade

Laurie E. Westphal



Kid Friendly Rubrics First Grade:

Science in Early Childhood Coral Campbell, Christine Howitt, 2024-01-10 Science in Early Childhood is the essential science education resource for all pre service early childhood educators

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

Bridging Jie-Qi Chen, Gillian Dowley McNamee, 2007-06-08 Blends holistic authentic assessment with purposeful specific assessment experiences that are also child and classroom friendly Vicki Hawley Early Literacy Training Project Coordinator Center for Early Education and Development University of Minnesota Explains the research base the reason for the assessment process and current trends in assessment practices for early childhood education and offers easy to use assessment tools that address the whole child L Kathryn Sharp Early Childhood Instructor University of Memphis Use familiar classroom activities as an assessment tool Effective teaching requires skill in implementing challenging and inviting curricular activities It also involves evaluating children s learning in order to extend their development through the school year Being able to implement and evaluate at the same time is a tall order but is at the heart of good teaching Written for PreK 3 educators Bridging blends curriculum planning implementation and assessment into one seamless process providing a practical performance based approach to early childhood assessment Encouraging teachers to assess both what content and how process children learn the authors have developed 15 activities across five curricular areas language arts and literacy visual arts mathematics science and performing arts with guidelines for implementing interpreting and bridging observations of children to classroom teaching practices The book provides ways to Identify children s current status in content area learning and development Determine which children are ready to learn in upcoming weeks and months Make informed instructional adaptations to meet developmental needs and more With a built in facilitator guide for designing and leading preservice and inservice professional development this resource offers an instructional framework for everyone committed to aligning sound early childhood curriculum with national learning standards

Differentiating Instruction With Menus Laurie E. Westphal, 2021-09-03 The Differentiating Instruction With Menus series offers teachers exciting tools to challenge and reach both gifted and advanced students in the classroom Whether these students need enrichment choice in independent practice or even additional academic options resulting from curriculum compacting these books provide teachers a complete ready to use resource Each book includes a rubric that can assess different types of products free choice proposal forms to encourage independent study specific guidelines for each of the products included in the menus to save the teacher time and challenging menus to meet the needs of these diverse higher level learners Differentiating Instruction With Menus Math Grades K 2 contains attractive reproducible menus based on the levels of Bloom s revised taxonomy that students can use as a guide when making decisions about which products they will

develop after they study a major concept or unit Topics addressed include numbers and number sense operations geometry and measurement The products included on the menu are carefully selected from various learning styles to build students excitement and so that teachers can more accurately assess the depth of what has been learned Using creative and challenging choices found in Three Shape Menus Tic Tac Toe Menus Meal Menus Give Me Five Menus 2 5 8 Menus and List Menus students will look forward to sharing their newfound knowledge throughout the year Grades K 2

Literacy Assessment and Intervention for Classroom Teachers Beverly A. DeVries, 2019-05-31 The fifth 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 the 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 Updated to reflect the needs of teachers in increasingly diverse classrooms the fifth edition addresses scaffolding for English language learners and offers 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 New to the Fifth Edition Up to date and in line with ILA CCSS and most state and district literacy standards this edition also addresses the important shifts and evolution of these standards New chapter on Language Development Speaking and Listening covers early literacy assessment and interventions New intervention strategies and activities are featured in all chapters and highlight a stronger technology component Updated Companion Website with additional tools resources and examples of teachers using assessment strategies

The Reflective Educator's Guide to Classroom Research Nancy Fichtman Dana, Diane Yendol-Hoppey, 2014-04-28 Harness the power of classroom data with the bestselling updated guide to professional learning through inquiry and analysis In this third edition of the renowned approach to teacher inquiry and data analysis the authors add forward thinking substance to their methods of formulating action research questions collecting and analyzing data and creating lasting solutions In addition to illustrative real life examples and practical exercises new features include An expanded data analysis chapter that introduces formative data analysis and its role in teacher research Techniques for using inquiry to effectively implement Common Core State Standards A brand new chapter on ethical issues in teacher research

The Practice of Assessment in Music Education Frank Abrahams, 2010

Assessment of Young Children Lisa B. Fiore, 2020-12-29 In an era where assessment mandates tend to minimize or dismiss individual differences and creativity resulting in punitive outcomes or inertia this essential guide provides teachers with a collaborative approach to assessment that emphasizes the importance of bringing children and families into the process Now in its second edition Assessment of Young Children explores both standardized and authentic assessment work sampling systems and observation skills Fully updated with current standards and research this new edition

also features an enhanced focus on trauma informed practices culturally and linguistically diverse learners and family involvement Lively and engaging chapters help readers cultivate developmentally appropriate practice create appropriate expectations examine and celebrate children s work interact in groups and improve their reflective teaching Accounts of real experiences from children families teachers and administrators provide on the ground models of assessment strategies and demonstrate how children are affected Exploring a variety of ways to observe and assess young children in their natural environments this critical volume encourages an assessment strategy where the child remains the focus and collaboration with children families and colleagues creates an image not a diagnosis of the child that is empowering rather than constraining

Rubrics - a tool for feedback and assessment viewed from different perspectives Ivo de Boer,Femmie de Vegt,Helma Pluk,Mieke Latijnhouwers,2021-11-17 This IAMSE Manual describes how to use rubrics in higher education especially in the highly specialized health sciences education setting The book provides a conceptual framework practices and a series of checklists that lecturers can use to design their own rubrics for a variety of situations and content It highlights varying perspectives from teachers students educational advisors and curriculum managers while providing practical tips for developing and using rubrics The objectives of the manual include guiding health sciences educators in Providing useful actionable and efficient feedback to students on assignments using a structured format i e using rubrics Implementing a learning culture where giving rich feedback is standard practice Using rubrics to increase quality of assessment of assignments validity reliability transparency Incorporating in the instructional setting latest insights in the appropriate use of rubrics in the health sciences education setting

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

Teaching Beginning Writers David L. Coker,Kristen D. Ritchey,2015-04-02 An essential how to primer this book examines the process of learning to write and shares evidence based instructional strategies for the primary grades With an emphasis on explicit instruction and scaffolding students learning the authors explain when and how to teach handwriting spelling

foundational skills such as sentence formation and editing and composition in specific genres They present clear cut techniques for assessment differentiation and supporting struggling writers The Common Core State Standards CCSS for Writing are used as a framework for setting instructional goals Reproducible assessment forms checklists and rubrics are provided purchasers get access to a Web page where they can download and print the reproducible materials in a convenient 8 1/2 x 11 size 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 My Kids Can't Write, K-5 Paul Emerich France, 2025-03-04 Practical and sustainable writing practice in every classroom Teachers consistently grapple with how to make writing fun and engaging While long form writing has its value research shows that balancing genre based units with frequent on demand writing tasks to help children communicate effectively and reflect on their learning might be the key to success My Kids Can't Write provides sustainable and scalable practices for writing across all content areas and shows teachers how to develop structures and rituals for sustaining a journal based approach to instruction and assessment in classrooms Inside you'll find Scaffolds and strategies that systematically support students in strengthening their skills while simultaneously writing to learn Ways to embed foundational skills like spelling and grammar to help students become stronger communicators The purpose of cognitive writing and how to properly set up journaling within the classroom Numerous student journal samples and informative vignettes Now is the time to embed writing into all subjects and emphasize accurately interpreting information effectively communicating needs and making learning visible to students and educators alike Differentiating Instruction With Menus for the Inclusive Classroom Laurie E.

Westphal, 2021-09-03 Differentiating Instruction With Menus for the Inclusive Classroom Science for grades K-2 offers teachers everything needed to create a student centered learning environment based on choice This book provides seven different types of menus that students can use to select exciting products that they will develop so teachers can assess what has been learned instead of using a traditional worksheet format Topics addressed include life sciences Earth sciences and physical sciences Differentiating Instruction With Menus for the Inclusive Classroom Science provides numerous types of leveled menus that lower and on level primary age students can use to select exciting products to demonstrate learning Menus with similar formats but geared toward varying ability levels allow teachers to differentiate easily Using the creative and challenging choices found in Meal menus Tic Tac Toe menus Target Based List menus 2-5-8 menus Give Me 5 menus Three Shape menus and Pick 3 menus students will look forward to sharing their newfound knowledge throughout the year Also included are specific guidelines for products rubrics for assessing student products and teacher introduction pages for each menu This is a must have for any teacher wanting to differentiate for a wide range of learners Grades K-2

Developing Grading and Reporting Systems for Student Learning Thomas R. Guskey, Jane M. Bailey, 2001 This work brings organization and clarity to a murky and disagreement filled topic **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 [Stepping Up To Science and Math: Exploring the Natural Connections](#) National Science Teachers Association, 2009-07-06 [Designing and Using Rubrics for Reading and Language Arts, K-6](#) Joan F. Groeber, 2007 A valuable resource for teachers who use authentic assessment to support student learning Helpful for new teachers teachers new to using authentic assessments and experienced teachers looking for new ideas Barbara A Bradley Assistant Professor of Teaching and Leadership University of Kansas An excellent resource for classroom teachers assessment specialists staff developers and curriculum developers The information is comprehensive teacher friendly and easy to use making the book a valuable tool in the classroom Tracy Taylor Callard English Language Arts Teacher Wichita Collegiate School Wichita KS Enhance literacy instruction using a proven assessment tool rubrics Rubrics are essential tools for providing effective instruction and assessing student achievement Literacy consultant Joan Groeber provides educators with a teacher friendly step by step guide for creating and using rubrics to assess a wide range of literacy skills Groeber s approach helps ensure that students gain a clear understanding of teacher expectations and assume a greater responsibility for their own learning Offering an overview of rubrics as instructional tools with methods and strategies for developing them the revised edition includes Expanded guidelines for creating rubrics More than 40 time saving preconstructed model rubrics covering key literacy skills Rubrics at both primary and intermediate grade levels Strategies for introducing rubrics to students and suggestions for using the rubrics New rubrics that reflect the expanding field of literacy education including information literacy and technology use Using this comprehensive resource teachers can design rubrics to meet their specific classroom needs giving students the opportunity to identify and achieve high levels of performance *Creating Curriculum in Early Childhood* Julie Bullard, 2019-11-25 *Creating Curriculum in Early Childhood* explores the backward design model of curriculum development equipping readers with the tools and methods they need to

effectively apply backward design in the early childhood classroom Clear yet comprehensive chapters walk new and veteran educators through an effective method for curriculum design that promotes meeting standards through intentional teaching while engaging children in developmentally appropriate interest based education focused on big ideas and conceptual understanding Featuring desired results assessment methods and teaching techniques specific to birth to age eight this critical guide also includes practical tips for educators new to the method Designed to help students and practitioners alike this powerful textbook combines early childhood philosophy and developmental research with highly practical descriptions rationales and examples for developing curricular units using backward design Teaching Young Children Mathematics
Janice Minetola,Robert Ziegenfuss,J. Kent Chrisman,2013-09-11 Teaching Young Children Mathematics provides a comprehensive overview of mathematics instruction in the early childhood classroom Taking into account family differences language barriers and the presence of special needs students in many classrooms throughout the U S this textbook situates best practices for mathematics instruction within the larger frameworks of federal and state standards as well as contemporary understandings of child development Key topics covered include developmental information of conceptual understanding in mathematics from birth through 3rd grade use of national and state standards in math including the new Common Core State Standards information for adapting ideas to meet special needs and English Language Learners literacy connections in each chapter real world connections to the content and information for family connections to the content

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Kid Friendly Rubrics First Grade Introduction

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