

Traits of Writing Rubric

	Content	Organization	Voice & Purpose	Word Choice	Fluency	Conventions
4	Ideas are thoroughly supported by relevant and meaningful evidence. Ideas are expanded upon through the use of sophisticated elaboration techniques.	Writing establishes and maintains a clear, logical structure. A variety of organizational strategies (eg. transitional phrases) creates fluid and truly cohesive prose.	Writing reflects a sophisticated understanding of the task and purpose. The writer's voice and style reflect a careful consideration of the audience and an consistently appropriate.	Writing employs sophisticated, precise language and vocabulary. Careful selection of words demonstrates a consistently appropriate tone and style.	Writing employs a sophisticated and fluid variation of sentence length and structure. Transitions and fragments are included only for specific effect.	Writing is free of grammatical and/or spelling errors. Punctuation contributes to the style of the piece. Quotations, if used, are consistent and correct.
3	Ideas are clearly supported by relevant evidence. Ideas are expanded upon through the use of various effective elaboration techniques.	Writing establishes and maintains a clear structure with few inconsistencies. A variety of effective organizational strategies (eg. transitional phrases) creates fluid prose.	Writing reflects a clear understanding of the task and purpose. The writer's voice and style reflect an effective consideration of the audience and an appropriate style for the occasion.	Writing employs clear, specific language and vocabulary. Word choice establishes an appropriate tone and style with few inconsistencies.	Writing employs a clear variation of sentence length and structure with few inconsistencies.	Writing includes few grammatical and/or spelling errors. Punctuation appropriate. Quotations, if used, are accurate with few inconsistencies.
2	Ideas are generally supported by evidence. Ideas are expanded upon through the use of basic elaboration techniques. Evidence and/or elaboration may benefit from further development.	Writing establishes a basic structure with some inconsistencies. The use of basic organizational strategies (eg. transitional phrases) may benefit from further development.	Writing reflects a developing understanding of the task and purpose. The writer's voice and style reflect a basic understanding of the audience but may benefit from further development.	Writing employs generally relevant language and vocabulary that may lack specificity or clarity. Word choice establishes an appropriate tone and style but may benefit from further development.	Writing employs a basic variation of sentence length and structure but may benefit from further development.	Writing includes several grammatical and/or spelling errors. Punctuation and structure may be present but may benefit from further development.
1	Ideas are supported by limited or irrelevant evidence. Ideas are expanded upon through the use of limited or ineffective elaboration techniques. Evidence and/or elaboration require further development.	Writing establishes a limited or inconsistent structure. Limited or ineffective use of organizational strategies (eg. transitional phrases) require further development.	Writing reflects a limited understanding of the task and purpose. The writer's voice and style reflect a limited understanding of the audience and require for the development.	Writing employs limited or repetitive language and vocabulary that may lack specificity. Word choice may not establish an appropriate tone and require for the development.	Writing employs a limited variation of sentence length and structure and require further development.	Writing includes frequent grammatical and/or spelling errors. Punctuation and structure may be missing or require for the development.

Student Friendly Six Traits Rubric

Nancy Frey, Douglas Fisher



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 *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 manner 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 *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 *Creating Writers* Vicki Spandel, 2000 Guiding students to think of themselves and believe in themselves as writers is a goal that every teacher hopes to reach Providing clear guidelines on helping students draft assess and revise their writing the third edition of *Creating Writers Through 6 Trait Writing Assessment and Instruction* presents a highly adaptable assessment model for identifying the attributes of good writing The focus is on assessing and revising and this book gives explicit criteria to show students precisely what they must do to succeed Numerous writing samples demonstrate the evolution of the writing process from draft to final version *Creating 6-trait Revisers and Editors for Grade 2* Vicki Spandel, 2009 Challenge students to be daring and create confident revisers Based on its highly successful parent texts on 6 Trait Writing *Creating Writers* and *Creating Young Writers* this new grade level series presents classroom teachers with effective tools for strengthening revision and editing skills that encourage students to experience success as revisers something many students have never known Written for literacy coaches writing specialists professional development coordinators and teachers in grades 2 Publisher's website *Reclaiming Assessment* Chris W. Gallagher, 2007 No Child Left Behind and accountability programs generally operate via assessment driven instruction causing a deprofessionalization 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

Coaching Writing William Strong,2001 This book presents a coaching approach to instruction in written language

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 **Student-involved Assessment for Learning** Richard J. Stiggins,2005

This text for assessment courses focuses on showing prospective teachers how to develop assessments that accurately reflect student achievement and how to use those assessments to benefit not merely grade student learning A variety of hands on practice activities provide clear guidance on how to construct all types of assessment items and tests **Rethinking**

Rubrics in Writing Assessment Maja Wilson,2006 The conventional wisdom in English education is that rubrics are the best and easiest tools for assessment But sometimes it s better to be unconventional In *Rethinking Rubrics in Writing Assessment* Maja Wilson offers a new perspective on rubrics and argues for a better more responsive way to think about assessing writers progress Though you may sense a disconnect between student centered teaching and rubric based assessment you may still use rubrics for convenience or for want of better alternatives *Rethinking Rubrics in Writing Assessment* gives you the impetus to make a change demonstrating how rubrics can hurt kids and replace professional decision making with an inauthentic pigeonholing that stamps standardization onto a notably nonstandard process With an emphasis on thoughtful planning and teaching Wilson shows you how to reconsider writing assessment so that it aligns more closely with high quality instruction and avoids the potentially damaging effects of rubrics Stop listening to the conventional wisdom and turn instead to a compelling new voice to find out why rubrics are often replaceable Open *Rethinking Rubrics in Writing Assessment* and let Maja Wilson start you down the path to more sensitive authentic style of writing assessment

Annual Editions Kathleen M. Cauley,Fredric Linder,James McMillan,2003-04 This reader of public press articles discusses perspectives on teaching development exceptional and culturally diverse students learning and instruction motivation and classroom management and assessment Adopters have access to Dushkin Online a student website designed to support *Annual Editions* titles www.dushkin.com online **Ed Educational Psych 02/03** McGraw-Hill,2002-04

Literacy Instruction for English Language Learners Nancy Cloud,Fred Genesee,Else V. Hamayan,2009 *Literacy Instruction for English Language Learners* turns hundreds of ELL studies into dozens of strategies for regular classroom instruction Nancy Cloud Fred Genesee and Else Hamayan have examined the research evidence to determine what works for ELLs They recommend best practices for teaching English learners to read and write from emergent literacy to primary school and on through middle school and include helpful features that make the research directly accessible to all teachers

The English Teacher's Companion Jim Burke,2003 This book covers the entire English curriculum from basic reading and writing to digital literacy media literacy and integrated instruction *Interventions for Children with Or at Risk for Emotional and Behavioral Disorders* Kathleen L. Lane, Frank M. Gresham, Tam E. O'Shaughnessy,2002 Focusing on the relationships between poor academic performance and behavioral problems this book offers an integrated approach to providing services incorporating both instructional issues and behavior management Nineteen chapters focus on specific

types of disorders various ages of children school subjects and pedagogical issues like lesson design and classroom management The authors teach special education and school psychology at American universities Annotation copyrighted by Book News Inc Portland OR

Language Arts Workshop Nancy Frey, Douglas Fisher, 2006 Language Arts Workshop Purposeful Reading and Writing Instruction presents a manageable way of organizing instruction exploring a gradual release of responsibility through meaningful experiences in all areas of need for literacy development including oral language spelling vocabulary word study fluency and comprehension Like an apprenticeship novice readers and writers learn a craft under the guidance of a skilled and knowledgeable teacher Through the language arts workshop students read and write everyday spending time working with their teacher collaborating with peers and working independently Learn to model successful language arts teaching for your students Workshop format addresses the diverse learning needs of students including English language learners students with disabilities and students who read at above or below grade level to support early intervention or response to intervention programs Predictable chapter organization clarifies the workshop approach and framework Authentic examples from successful classrooms engage readers and model effective language arts instruction A strong focus on assessment grounds the instruction and a compendium of assessment tools prepares readers to drive their own classroom

Lesson Plans & Assessments for the California Writing Standards, 1999 *Bringing Out the Best in All Our Students*, 1999 *Instructor*, 2004

Embracing the Song of Appearance: An Mental Symphony within **Student Friendly Six Traits Rubric**

In a world consumed by screens and the ceaseless chatter of fast connection, the melodic elegance and psychological symphony produced by the published term frequently diminish into the backdrop, eclipsed by the persistent sound and interruptions that permeate our lives. Nevertheless, set within the pages of **Student Friendly Six Traits Rubric** a marvelous fictional prize overflowing with fresh thoughts, lies an immersive symphony waiting to be embraced. Constructed by a wonderful composer of language, this captivating masterpiece conducts readers on an emotional journey, well unraveling the hidden tunes and profound impact resonating within each carefully constructed phrase. Within the depths of the moving examination, we will discover the book is key harmonies, analyze their enthralling writing design, and surrender ourselves to the profound resonance that echoes in the depths of readers souls.

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