

Indicator, Outcome, or Learning Area	H	D-	D	G-	G	G+	P-	P	P+	E-	E	E+
<p>CC 10.1: Developing defensible points of view, clear thesis, format</p> <p>(Includes Hook, thesis, arguments, etc. in correct order)</p>		Essay does not attempt to follow outline with many mistakes	No hook or thesis	Essay attempts to follow outline with multiple mistakes	Hook may be weak, or not present. Thesis is not obvious, or weak		Essay mostly follows outline with a few mistakes	Includes a hook, thesis is present but somewhat confusing		Essay follows outline with little to no mistakes	Includes an engaging hook, clear thesis	
<p>CR/ESD 1: Grammar usage, mechanics, and spelling</p>		Numerous errors in mechanics, usage, grammar, and spelling interfere with meaning		There are many errors in mechanics, usage, grammar, or spelling. These sometimes make the story hard to understand.			There are some errors in mechanics, usage, grammar, or spelling.			There are few or no errors in mechanics, usage, grammar, or spelling.		
<p>AR 10.1/2: Self/Peer Edit and Language Goals</p>		Little effort has been made to set goals, complete your checklist, assess your work, and reflect on your writing process. Responses are largely incomplete and no highlighting has been done.		Although an attempt has been made to complete all aspects of the editing process, you have missed at least one component and/or your responses are vague.			You have not used language goals and completed the self and peer editing checklist, including highlighting some examples of aspects of the story.			You have set advanced language goals and described them in an elaborate manner. Your self-editing questions reflect a deep level of thinking. You have completed the checklist in a meaningful and reflective way. You have edited a peer's paper.		

### Assessment:

CC 10.4 \_\_\_\_

CR 10.2 \_\_\_\_

### Feedback:

# Problem Solution Essay Rubric

**Joyce Armstrong Carroll, Prentice Hall  
(School Division)**



## **Problem Solution Essay Rubric:**

*Literacy Instruction with Disciplinary Texts* William E. Lewis, John Z. Strong, 2020-11-24 To develop strong disciplinary literacy skills middle and high school students need to engage with diverse types of challenging texts in every content area This book provides a blueprint for constructing literacy rich instructional units in English language arts science and social studies The authors describe how to design interconnected text sets and plan lessons that support learning and engagement before during and after reading Presented are ways to build academic vocabulary and background knowledge teach research based comprehension strategies and guide effective discussions and text based writing activities Chapters also cover how to teach students to write argumentative informative and narrative essays and to conduct discipline specific inquiry Special features include sample text sets and 24 reproducible planning templates and other teaching tools 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 *Winning Online Instruction* Daniel Hillman, Robert Schudy, Anatoly Temkin, 2022-03-10 *Winning Online Instruction* provides concise pragmatic solutions to common challenges and demands that higher education faculty face in teaching online This book s unique question and answer format allows readers to easily identify the issues important to them spanning online formats and teaching methods course development and technology woes student motivation and engagement academic integrity and fair grading and more Written for instructors who have little to no experience designing and teaching online courses or who are teaching online courses developed in a hurry this is an approachable efficient guide to the real problems of everyday distance education **The ESL/ELL Teacher's Survival Guide** Larry Ferlazzo, Katie Hull Sypniewski, 2022-04-11 Maximize the educational potential of your ESL ELL class with this singular resource *The ESL ELL Teacher s Survival Guide Ready to Use Strategies Tools and Activities for Teaching English Language Learners of All Levels 2nd Edition* offers readers a comprehensive range of instructional strategies and educational resources for teaching English The newly revised 2nd Edition includes brand new chapters on Working with Long Term English Language Learners Teaching English internationally Teaching Elementary Age ELLs Teaching Adult ELLs Teaching ELLs with learning challenges Culturally Responsive Instruction Effective online instruction Working with co teachers and para professionals In addition to the new chapters *The ESL ELL Teacher s Survival Guide* contains updated material on topics including math science social studies Common Core Standards the Next Generation Science Standards and 150 pages of new highly engaging content An essential resource for anyone involved in teaching English as a Second Language to students of all ages this book is perfect for general education teachers and ESL specialists for students in grades six through twelve It s also highly instructive for teachers of adult ESL classes elementary and teacher educators and resource specialists *Arab Students' Writing in English at the College Level* Ruwaida Abu Rass, 2024-12-02 This book contains detailed theoretical information as well as practical strategies techniques and pedagogical tips It also includes analysis to the problems and challenges that face ESL EFL

students in general and Arab learners in specific The book could be of interest not only to EFL researchers in academic writing writing instructors EFL educators at the college level policymakers and undergraduate and graduate students but also for any second or foreign language teachers

**Compose Yourself!** Amy Rukea Stempel,2010-07 At long last someone has produced THE practical guide for teaching analytical writing Compose Yourself lays out everything a teacher needs for teaching the art of clear complete and well organized writing in the content areas In fact I would purchase this guide for students as well as teachers and not just for high school but for both middle school and college as well Dr Katherine Nolan Education Consultant Finally a book on how to teach analytical writing in all subjects And the toolbox I was thrilled to find templates rubrics and clear cut examples for descriptive process and persuasive writing Compose Yourself is a must have for all teachers Susan King Magnet School Administrator Tampa FL MSA National Board National Presenter We are perceived by how well we write Currently our nation s teachers are struggling to find time and tools to teach thoughtful logical expository writing Compose Yourself is a simple straightforward writing guide for all subject area teachers working to improve their students analytical expository writing skills Compose Yourself must find a place in the toolbox of our nation s secondary teachers William F Roberts Assistant Superintendent Hacienda La Puente Unified School District California

**Compose Yourself A Guide to Critical Thinking Analytical Writing in Secondary School** is a quick and easy guide to teaching and learning critical thinking and analytical writing at the secondary level regardless of the subject area It is perfect for teachers parents and students who want to go beyond the worksheet to strengthen their thinking and writing skills better learn and retain information and improve overall academic performance After using this guide students will be able to write clear concise analytical responses to complex real world questions in all subjects This resource includes step by step processes copious examples writing checklists helpful tips and black line masters all to help all students improve their thinking and writing Amy Rukea Stempel has been zealously working in education and education reform since 1989 Prior to founding Lightbulb Learning Services which specializes in the alignment of curriculum to academic standards literacy development and classroom school leadership she has led standards and curriculum development projects for the Education Trust Edison Schools Inc formerly the Edison Project and standards development efforts for the Council for Basic education In addition to experience in education policy Ms Stempel has also taught literature in the International Baccalaureate program for many years and has happily lived the harried and stimulating life of a classroom teacher Ms Stempel s prior publications include Gaining Traction Gaining Ground How Some High Schools Accelerate Learning for Struggling Students Standards for Excellence in Education contributor Where in the World Are We The Need for International Benchmarking Six Case Studies of Performance Assessment and Standards A Vision for Learning Many years ago Ms Stempel completed a B A in English from Carnegie Mellon University and an M A in Liberal Studies with concentrations in literature and history from Georgetown University

**Stronger Writing Skills for Teens** Gregory Berry,2018-08-16 Stronger Writing Skills for Teens

offers middle and high school teachers strategies techniques and materials for teaching adolescent writing in a variety of modes A practical and useful resource for classroom teachers the book focuses on quality writing instruction within the modes of writing as defined by Common Core State Standards Examples of student work are included to illustrate effectively designed assignments and strategies for writing and revising It includes methods for teaching vocabulary and academic language to help students improve word choice and use of language in their writing Tools for assessing and grading student writing are also included as well as suggestions and resources for effectively using writing rubrics and scoring guides Narrative expository explanatory argument and research writing are discussed with specific strategies suggested materials and ways to approach the modes Teachers will also find suggestions for helping students learn to incorporate multimodal text into their writing and successfully write in digital contexts as well as methods for helping students master timed and on demand writing

**Writing and Grammar: Communication in Action** Pearson/Prentice Hall, Joyce Armstrong Carroll, 2004 **Writing and Grammar: Ruby level (11)**, 2001 State adopted textbook 2001 2007 grade 11 **Prentice Hall Literature**, 2002 **Elements of Literature** Holt Rinehart & Winston, Holt, Rinehart and Winston Staff, 2003-11

**What Does it Take to Learn Academic English in Middle School?** Sharon Louise Besser, 2002 **Language Network**, 2001 Grade 8 Writing and Grammar: Platinum level (10), 2001 Grade 10 **Prentice Hall Writing and Grammar Handbook Grade 11 Student Edition 1st Edition 2003c** Joyce Armstrong Carroll, Prentice Hall (School Division), 2002-07-15 Everything you love about writing and grammar just got smaller Introducing Prentice Hall Writing and Grammar Communication in Action Handbook Edition Seamlessly integrate Prentice Hall Literature and the Writing and Grammar Handbook through easy to use cross references Problems Plus Alan Handel, Francis Gardella, 1994 Problems Plus doesn't just give answers to test questions With its innovative Problem Solving Plan this series teaches math thinking and problem attack strategies plus offers practice in higher order thinking skills students need to solve open ended math problems successfully Problems dealing with real life scenarios are meaningful and engaging The program follows NCTM standards and meets a number of SCANS competencies **Classroom Assessment** Catherine S. Taylor, Susan Bobbitt Nolen, 2005 For Classroom Assessment and Test and Measurement courses in Education Departments This exceptionally lucid and practical new assessment text provides a wealth of powerful concrete examples that help students to understand assessment concepts and to effectively use assessment to support learning The book offers unique coverage of ways to use assessment to support student learning across the developmental span from Kindergarten through high school The book also provides more coverage than any other classroom assessment text of how to adapt assessment to the needs of students with disabilities and students whose first language is not English *Language Network* McDougal Littell, 2001 Grade 6 *Writing and Grammar: Communication in Action* Prentice-Hall, Inc, 2001 **Elements of Literature** Probst, 1997 *Scott Foresman Literature and Integrated Studies*, 1997

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