

Using **Rubrics** to Improve Student Writing

GRADE

1



*Sally Hampton
Sandra Murphy
Margaret Lowry*

**NEW
STANDARDS®**

Using Rubrics To Improve Student Writing Grade 1

Jennifer Overend Prior



Using Rubrics To Improve Student Writing Grade 1:

Using Rubrics to Improve Student Writing, Grade 1 Sally Hampton, Sandra M. Murphy, Margaret M. Lowry, 2009
Developed as part of the influential New Standards project this resource gives you everything you need to design and improve your writing instruction Each section opens with a discussion of a genre common in school writing assignments narrative report of information instructions and response to literature Then the book presents detailed rubrics that illustrate what elements and strategies writing in that genre should display With these rubrics you ll have the tools you need to deliver formative assessment that will guide your instruction and support the young writers in your classroom At the heart of the book are dozens of samples of children s work showing writing that exceeds meets or falls short of grade level standards Accompanying each sample is an analysis of the piece and a discussion of where it falls on the rubric Instructional implications are also included along with guidance on developing rubrics that fit your teaching context

Using Rubrics to Improve Student Writing Gr. 1 Sally Hampton, National Center on Education and the Economy (U.S.), 2004 This book provides tools to help you teach writing It contains information about genres and specialized rubrics that emphasize writing strategies It also includes a collection of student work with commentaries that explain the strengths and weaknesses in the student writing

Commonsense Methods for Children with Special Educational Needs Peter Westwood, 2010-11-16 In this era of inclusive education it is essential that all teachers have a sound understanding of the nature of students special educational needs and how these needs may best be met in the classroom Not only must teachers understand and accept students with disabilities and learning problems but they must also possess a wide range of teaching and management strategies Similar knowledge and skills are also required by classroom assistants and other personnel working in a support role in schools This book offers sound practical advice on assessment and intervention based on the latest research evidence from the field This fully revised and updated sixth edition includes chapters on general and specific learning difficulties students with autism intellectual physical or sensory impairments self regulation social skills behaviour management literacy and numeracy curriculum adaptation teaching methods In addition the book presents a new chapter on the special needs of gifted and talented students The practical advice the author gives throughout the book is embedded within a clear theoretical context supported by current research and classroom practice

Letter Writing, Grades 1-2 (Meeting Writing Standards Series) Jennifer Overend Prior, 2000-10 Contains lessons that guide children through the writing of numerous types of letters friendly and business letters request letters letters of concern invitations thank you notes greeting cards e mail messages and postcards

Assessing Writing to Support Learning Sandra Murphy, Peggy O'Neill, 2022-11-08 In this book authors Murphy and O'Neill propose a new way forward moving away from high stakes test based writing assessment and the curriculum it generates and toward an approach to assessment that centers on student learning and success Reviewing the landscape of writing assessment and existing research based theories on writing the authors demonstrate how a test based

approach to accountability and current practices have undermined effective teaching and learning of writing This book bridges the gap between real world writing that takes place in schools college and careers and the writing that students are asked to do in standardized writing assessments to offer a new ecological approach to writing assessment Murphy and O'Neill's new way forward turns accountability inside out to help teachers understand the role of formative assessments and assessment as inquiry It also brings the outside in by bridging the gap between authentic writing and writing assessment Through these two strands readers learn how assessment systems can be restructured to become better aligned with contemporary understandings of writing and with best practices in teaching With examples of assessments from elementary school through college chapters include guidance on designing assessments to address multiple kinds of writing integrate reading with writing and incorporate digital technology and multimodality Emphasizing the central role that teachers play in systemic reform the authors offer sample assessments developed with intensive teacher involvement that support learning and provide information for the evaluation of programs and schools This book is an essential resource for graduate students instructors scholars and policymakers in writing assessment composition and English education

Descriptive Writing, Grades 1-2 Jennifer Overend Prior, 2000-10 *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

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

Using Digital Portfolios to Develop Students'

Writing Ricky Lam, Benjamin Luke Moorhouse, 2022-11-07 This book equips pre service teachers research postgraduate students teacher educators and language specialists with specific knowledge and skills about the principles research and applications of digital portfolios within the EFL writing contexts While most digital portfolio scholarship focuses on higher education this book targets primary level and secondary level school audiences namely pre service teachers teacher educators and Ministry of Education staff members with a focus on EFL writing The rationale behind this design is that the published literature on digital portfolios tends to be generic and one size fits all there has been scant published scholarship about the development of digital portfolio literacy among teachers and pupils which could enable them to upgrade the teaching and learning of writing in a larger EFL environment This volume fills this gap by illustrating the why what and how aspects of digital portfolios in ten reader friendly chapters Guiding educators to enrich their pedagogical repertoire via the portfolio approach this book emphasises a healthy balance between principles research and practice It is an easy to follow guide to setting up digital portfolio systems and coaching pupils to improve writing ensuring the dissemination of digital portfolios with high fidelity

Teaching Literacy in Fourth Grade Denise Johnson, 2013-10-21 Fourth grade is a momentous year for literacy learning Having left the primary grades behind students must grapple with more demanding texts and content material and effective motivating instruction can help them succeed This book helps teachers vanquish the dreaded fourth grade slump by creating an energized and organized learning environment in which all students can improve their reading and writing strategies Taking readers into the classroom of an exemplary fourth grade teacher the book includes useful assessment tools differentiation techniques mini lessons unit plans reproducibles and examples of student work Special attention is given to meeting the challenges of high stakes testing without sacrificing instructional quality

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