

Year 5 History Generic Rubric

Last up-dated 15/5/2015

Curriculum	Levels	A Excellent 1	B Good 2	C Satisfactory 3	D Partial 4	E Minimal 5
	Criteria					
Knowledge and Understanding (Extent of knowledge Depth of understanding)	- Identify the causes and effects of change on particular communities and describe aspects of the past that remained the same. (change and continuity) - Describe the different experiences of people in the past (empathy) - Describe the significance of people and events in bringing about change. (significance)	Insightful and comprehensive knowledge and understanding of the concepts of: - change - empathy - significance	Substantial knowledge and understanding of the concepts of: - change - empathy - significance	Adequate knowledge and understanding of the concepts of: - change - empathy - significance	Partial knowledge and understanding of the concepts of: - change - empathy - significance	Minimal knowledge and understanding of the concepts of: - change - empathy - significance
Historical Skills (Sophistication of skills)	Sequence events and people (their lifetime) in chronological order, using timelines	Extensive and highly accurate sequencing of events and people and events, using timelines	Mostly accurate sequencing of events and people using timelines	Moderately accurate sequencing of events and people using timelines	Partially accurate sequencing of events and people with reference using timelines	Inaccurate sequencing of events and people using timelines.
	When researching, students develop questions to frame an historical inquiry	Pose highly relevant and focussed questions about the past	Pose mostly relevant questions about the past	Pose fairly relevant questions about the past	Pose some relevant questions about the past	Pose minimal questions about the past
	Identify a range of sources and locate and record information related to this inquiry	Identify a diverse range of sources	Identify a wide range of sources	Identify an adequate range of sources	Identify a narrow range of sources	Identify a limited range

Year 5 History Rubric

Frederick D. Drake, Lynn R. Nelson

A red circular graphic with a gradient, appearing as a stylized arrow or a partial circle, located to the right of the authors' names.

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Integrating the Arts Across the Content Areas Donovan, Lisa, 2017-03-01 Bring the arts back into the classroom with arts based activities and strategies to use in language arts mathematics science and social studies instruction Developed in conjunction with Lesley University this resource helps teachers to gain a better understanding of why and how to use the arts to reach and engage students Developed to help motivate disengaged students this professional resource provides activities concrete examples and stories from teachers already implementing art based curriculum The strategies are presented in categories that include dramatic movement storytelling poetry music rhythm and visual arts This resource supports College and Career Readiness Standards **Lesson Plans for Teaching About the American Revolution**

LessonCaps, 2012-09-14 Following Common Core Standards this lesson plan for teaching about the American Revolution is the perfect solution for teachers trying to get ideas for getting students excited about a book BookCaps lesson plans cover five days worth of material It includes a suggested reading schedule discussion questions essay topics homework assignments and suggested web resources **Transparency in Assessment - Exploring the Influence of Explicit**

Assessment Criteria Anders Jönsson, Frans Prins, 2019-04-03 In many schools and higher education institutions it has become common practice to share assessment criteria with students Sometimes it is required for accountability purposes at other times criteria are used as a means to communicate expectations to students However the idea that explicit assessment criteria should be shared with students has been contested On the one hand research has shown that explicit criteria may positively affect student performance reduce their anxiety as well as support students use of self regulated learning strategies On the other hand there are fears that explicit criteria may have a restraining influence on students learning as well as limiting their autonomy and creativity There are also indications of students becoming more performance oriented as opposed to learning oriented when being provided with explicit assessment criteria Taken together it is not fully understood under which circumstances it is productive for student learning to share explicit assessment criteria and under which circumstances it is not In particular empirical research on the proposed negative effects of sharing criteria with learners is limited and most fears voiced in the literature are based on individual experiences and anecdotal evidence In this book we therefore bring different perspectives on transparency in assessment together in order to further our understanding of how students are influenced by the use of explicit assessment criteria A deeper understanding of the influence of explicit assessment criteria on students understanding of criteria motivation and learning is equally imperative for future research and educational practice both of which need to go beyond individual opinions and convictions *Creating Standards-Based*

Integrated Curriculum Susan M. Drake, 2012-05-08 In this completely revised and updated edition of Susan Drake s classic text on integrated curriculum the author provides a new approach to standards based curriculum instruction and assessment

Make It Happen Kim Bailey, Chris Jakicic, 2018-12-07 Ensure every educator is engaged in the right work with a collective

focus on improved student learning Aligned to the Professional Learning Communities PLC at Work model this resource includes instructional coaching tools processes protocols templates tips and strategies designed to support the multidimensional work of instructional coaches and PLC training Each chapter includes action steps and reflective coaching activities as well as suggestions for navigating some of the most common issues instructional coaches face Use this book to understand the unique requirements of instructional coaches in building a school that answers the four critical questions of a PLC at Work Learn how to provide PLC training and professional development for collaborative teacher teams Study three major variables that will affect instructional coaching capacity culture and context and four major actions that will act as guiding principles Explore issues that can arise in PLC schools as well as teacher coaching strategies to help resolve these issues Deepen your understanding of instructional coaching in a PLC with helpful online reproducibles and teacher coaching tools Acquire capacity building strategies aligned to the four PLC questions Contents Introduction Chapter 1 How to Get Started as an Instructional Coach Chapter 2 What Do We Want Students to Know and Be Able to Do Chapter 3 How Will We Know if They Have Learned It Chapter 4 How Will We Respond When Some Students Do Not Learn Chapter 5 How Will We Extend the Learning of Students Who Are Already Proficient Epilogue Maintaining the Momentum and Sustaining the Process References and Resources Index

Classroom Assessment Peter W. Airasian, 2001 Airasian presents complex concepts clearly so that pre service teachers can understand them and solidly grounds these concepts in best practice through practical real well integrated examples He talks to not at users The text conceives of classroom assessment in a broader way than many other texts It focuses not only on the assessment needs of testing grading interpreting standardized tests and performance assessments but also on assessment concerns in organizing a classroom at the start of school planning and implementing instruction and strategies of teacher self reflection It views classroom assessment as an everyday ongoing integral part of teaching not something that is separated from life in classrooms The text is organized in a manner that follows the natural progression of teacher decision making from organizing the class as a learning community to planning and conducting instruction to the formal evaluation of learning and finally to grading

Professional Development Schools and Transformative Partnerships Polly, Drew, 2014-08-31 School university partnerships have the potential to greatly benefit teaching and learning in PK 12 environments as well as educator preparation programs This collaboration is advantageous to teachers counselors and administrators Professional Development Schools and Transformative Partnerships provides a comprehensive look at the design implementation and impact of educational initiatives between schools and universities Including cases and research on existing collaborations this publication addresses barriers and trends in order to provide direction for successful partnerships in the future This book is an essential reference source for educational leaders in colleges schools and departments of education as well as leaders of PK 12 schools

Notes on the Rubrics of the Roman Ritual James O'Kane, 1883

National Educational Technology Standards for Teachers International Society for Technology

in Education, 2002 Standards were developed to guide educational leaders in recognizing and addressing the essential conditions for effective use of technology to support P 12 education **The Lutheran Church Quarterly** ,1946

Engagement in Teaching History Frederick D. Drake, Lynn R. Nelson, 2009 How can history be taught effectively Does knowing about the past give meaning to the present and hints to what will happen in the future This book responds to these questions as it explores the key elements of history instruction the use of primary sources and narratives involving students in the historical inquiry through classroom discussions teaching toward chronological thinking and the use of historical documents to develop in students a detective approach to solving historical problems Taking a systematic approach to improve students historical thinking this book emphasizes certain strategies that will help students know more about the past in ways that will help them in their lives today The second edition is organized in three parts Part One describes the theoretical background to teaching history Part Two Planning and Assessment emphasizes the importance of good organization and lesson planning as well as how to assess students knowledge reasoning power and effective use of communication in the history classroom Part Three Instruction focuses on the use of primary sources class discussions incorporating photographs and paintings and writing in teaching history Both the study of history and the teaching of history are multifaceted The author s hope in writing this book is to engage new and experienced teachers in thoughtful discourse regarding the teaching and learning of history and to develop lifelong learners of history in the 21st century *Skills Based Health Education - Book Only* Mary Connolly, 2011-01-06 Skills Based Health Education provides pre service and practicing teachers with the pedagogical foundation and tools to develop a comprehensive PreK 12 health education program using the National Health Education Standards Rather than solely focusing on teaching content an approach which can prove ineffective in developing healthy behaviors readers learn to teach the content and skills their students need to be healthy and prepared for the 21st century The book addresses each one of the national standards with specific directions regarding how to apply the standard and performance indicators to plan and implement performance tasks that target instruction to a student need Readers are shown how to establish student need select content and skill performance indicators to meet the need and plan and implement assessment and instruction PowerPoint Presentations and a TestBank are available as free Instructor Downloads Companion website includes lessons units and other support materials to enhance teaching and learning The Church of England Position as Appearing from Statutes, Articles, Canons, Rubrics, and Judicial Decisions John Mounteney Lely, 1899 A Distinctive Vestment for the Celebration of the Holy Eucharist, Required by Common Sense, Sanctioned by Holy Scripture, Used by the Whole Catholic Church, and Ordered by the Rubrics of the Church of England John Rowland West, 1872 **Storytown Ride the Edge Theme 3 Grade 5** Harcourt School Publishers, Isabel L. Beck, 2005 **Notitia Eucharistica** William Edward Scudamore, 1876 **A Catalogue of the Manuscripts in the Library of the Hunterian Museum in the University of Glasgow** Hunterian Museum (University of Glasgow). Library, John Young, Patrick

Henderson Aitken,1908 Rubrics Germaine L. Taggart,Sandra J. Phifer,Judy A. Nixon,1998 Describes strategies teachers and administrators may use to construct and adapt rubrics and explains how to use them to assess instruction and performance *Notitia Eucharistica ... By W. E. Scudamore ...* ,1876 The Athenaeum ,1876

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