

Homework Rubric

Focus on	4	3	2	1	Following Directions	
Following Directions	I knew what I was supposed to do and I followed directions precisely.	I mostly knew what I was supposed to do. I followed directions to the best of my ability.	I was not sure what I was supposed to do. I did not ask for help and the assignment is incorrect.	I didn't know what I was supposed to do. I did not ask for help and I did not complete the homework.	Work Quality	
Work Quality	My work was very neat!	My work was neat.	My work was somewhat neat.	My work was messy.	Completion	
Completion	My assignment was complete and on time.	My assignment was incomplete, but on time.	My assignment was incomplete and it was not on time.	Homework was not completed.	Comments	
					Final Grade:	

4- Excellent
 3- Very Good
 2- Fair
 1- Poor

Name: _____

Literacy Homework Rubric

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Literacy Homework Rubric:

A Complete Guide to Rubrics Audrey M. Quinlan, 2012 This book takes a developmental perspective at the use of scoring rubrics to assess student work Citing developmental characteristics of each age the author presents examples and adaptations of assessment rubrics on a variety of subjects for teachers from kindergarten through adult college After a presentation of foundation information on rubrics separate chapters are devoted to each grade level from primary through adult Written so that each chapter can be addressed independently the book provides additional chapters devoted to assessing technological topics and using rubrics with students with special needs The final chapters provide practical information to help teachers to create their own rubrics and to convert rubric scores to letter grades An updated annotated listing of recommended rubric websites is included

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

Teaching Writing With Rubrics Laura A. Flynn, Ellen M. Flynn, 2004-03-29 What a gift I used your book from the first day Using your guidelines I am now developing my own units and rubrics Rebecca Kennerly Student Resident Teacher Program University of New Mexico Take the guesswork out of writing instruction and assessment The step by step instructions scheduling guidelines lesson plans rubric assessments and reproducible forms in this guide are the result of years of research planning and fine tuning in the classroom Inspiring student creativity while addressing standards and meeting the needs of every student has never been so easy Special features include Step by step instructions on how to set

up a classroom writing program Eleven comprehensive classroom tested lesson plans Methods for adapting rubrics for high school students gifted students English Language Learners and students with learning disabilities Strategies for evaluating every step of the writing process from pre writing to final draft How to incorporate Six Trait Writing Discover the excellent writing your students can produce when provided with a rubric and challenged to do their best Once you have used the strategies and materials in this guide you may wonder how you ever got along without them *Implementing the Information Literacy Framework* Dave Harmeyer, Janice J. Baskin, 2018-03-05 *Implementing the Information Literacy Framework* A Practical Guide for Librarians is written with three types of people in mind librarians classroom educators and students This book and its website address the implementation of the Association of College and Research Libraries Framework of Information Literacy in Higher Education One of the few books written jointly by an academic librarian and a classroom faculty member *Implementing the Information Literacy Framework* packs dozens of how to ideas and strategies into ten chapters specifically intended for librarians and classroom instructors If you have been waiting for a no nonsense carefully explained yet practical source for implementing the Framework this book is for you your colleagues and your students all in the context of a discipline specific equal collaboration between the library liaison and classroom educator *Implementing the Information Literacy Framework* gives you the tools and strategies to put into practice a host of Framework based information literacy experiences for students and faculty creating a campus culture that understands and integrates information literacy into its educational mission **Literacy Lessons** Margaret J. Finders, Susan Hynds, 2003 For Language Arts English and Middle School methods courses graduate level literacy courses With its sights clearly set on middle school teachers and the middle school teaching experience this new text expands the definition of literacy to encompass today's popular electronic and audiovisual media Research driven coverage offers a thorough presentation of the theory of middle school teaching plus a wealth of real stories from real classrooms that demonstrate strategies in actual practice The authors address the current emphasis on standards discussing their advantages and disadvantages and integrating them throughout They also embrace the notion of inclusion by offering numerous suggestions for teaching special needs students in the regular classroom and explore the social and cultural complexities and the joys and challenges of teaching today's adolescents **Strategies to Enhance Literacy and Learning in Middle School Content Area Classrooms** Judith L. Irvin, Douglas R. Buehl, Barbara J. Radcliffe, 2007 This is the only book on the market that focuses specifically on content area reading for the middle grades The third edition of this unique resource has been thoroughly updated to include the most current research in the field of Middle School Literacy Unlike most texts that ignore the middle school reader this book addresses the issues that affect middle school students and teachers and their experiences with literacy instruction Readable and teacher friendly *Reading and the Middle School Student* provides not only a strong research base but also practical teaching strategies for teachers in all of the content areas This book is designed to be a

companion book to Rycik and Irvin Teaching Reading in the Middle Grades which focuses on reading in English Language arts classes This book focuses on content area reading instruction Take a Glimpse Inside the Third Edition A wealth of current student examples of strategies for middle grade students for instant use in the classroom New issues and trends facing adolescent literacy including policy and position statements and federal action New ELL emphasis in every chapter outlining specific strategies that can be used by middle school teachers with their English language learners Unique focus on classroom implementation of literacy integrated with content area instruction About Your Authors Judith L Irvin is currently a Professor at Florida State University and serves as the Executive Director of the National Literacy Project She has written and edited numerous books chapters and articles on adolescent literacy Douglas R Buehl is a reading specialist at Madison East High School and District Adolescent Literacy Support Teacher Madison Wisconsin He is Past President of the IRA Secondary Reading Interest Group and has published numerous articles on adolescent literacy Barbara J Radcliffe is an eighth grade reading language arts teacher at Fairview Middle School in Tallahassee Florida Barbara also teaches Teaching English in the Middle School and Teaching Reading in Secondary English at Florida State University

Standards-based Activities with Scoring Rubrics: Performance-based portfolios, 2002 *Assessing Student Learning* Linda Suskie, 2004-06-04 What is assessment How can student learning be assessed What is good assessment Why are you assessing student learning The keys to a culture of assessment tangible value and respect Supporting assessment efforts with time infrastructure and resources Organizing an assessment process Developing learning goals Using a scoring guide or rubric to plan and evaluate an assignment Creating an effective assignment Writing a traditional test Assessing values attitudes dispositions and habits of mind Assembling assessment information into portfolios Selecting a published test or survey Setting benchmarks or standards Summarizing and analyzing assessment results Sharing assessment results with internal and external audiences Using assessment results effectively and appropriately Keeping the momentum going

Reading Response Forms: Evaluating Gr. 1-2 Eleanor Summers, 2014-02-01 This is the chapter slice Evaluating Gr 1 2 from the full lesson plan Reading Response Forms Let your young readers share their thoughts about the literacy that they have heard or read themselves Our valuable and easy to use resource provides a wide variety of skill based worksheets and purposeful hands on activities that are all based on the six levels of Bloom s Taxonomy Use to supplement your present reading program or as independent student work Our worksheet activities will help to engage and build the full range of thinking skills essential for reading comprehension and focus on many other skills including knowledge comprehension application analysis synthesis and evaluation Also included is a teacher implementation guide student assessment rubrics word puzzles color graphic organizers and a comprehension quiz All of our content meets the Common Core State Standards and are written to Bloom s Taxonomy

Literacy James David Cooper, Nancy D. Kiger, 2003 Now appearing in its fifth edition this reading methods text focuses on a contemporary active learning approach for teaching literacy Its 11 chapters

and teacher resource handbook help teachers develop balanced literacy programmes using both direct and indirect instruction One of the text's hallmark features is its complete presentation of authentic children's stories accompanied by sample lesson plans that guide teachers in developing their own lessons Highlights of this fifth edition include New A new full colour design and re-designed literacy lessons New Chapter 1 Focus on Literacy Learning emphasises the stages of literacy development the role of standards how diversity impacts literacy learning and the place of technology in literacy development New Chapter 10 Developing a Management System for the Balanced Literacy Classroom presents procedures for developing student routines New The text now explores how instructors can meet the needs of English language learners in diverse classrooms New To The Student Reading This Text is an introduction that explains what students should do before reading while reading and after reading each chapter so they get the most out of the text material New The Literacy Helping Children Construct Meaning web site provides additional resources for extended instructor and student support

Multimodal Composition Cynthia L. Selfe, 2007 This book on multimodal composition is designed to help teachers of English composition expand the modalities on which they and their students draw to go beyond the limits of texts that rely primarily on words and to enjoy exploring the affordances the special capacities of video image and sound The book offers faculty practical help on creating multimodal assignments and working within digital composing environments There are sample essays advice on intellectual property concerns sample worksheets and forms explanations of technical terms and useful advice about hardware software and digital recording equipment

Classroom Literacy Assessment Jeanne R. Paratore, Rachel L. McCormack, 2007-04-04 Showcasing assessment practices that can help teachers plan effective instruction this book addresses the real world complexities of teaching literacy in grades K-8 Leading contributors present trustworthy approaches that examine learning processes as well as learning products that yield information on how the learning environment can be improved and that are conducted in the context of authentic reading and writing activities The volume provides workable nuts and bolts ideas for incorporating assessment into instruction in all major literacy domains and with diverse learners including students in high poverty schools and those with special learning needs It is illustrated throughout with helpful concrete examples

Assessment and Instruction of Reading and Writing Difficulty Marjorie Y. Lipson, Karen K. Wixson, 2003 Focusing on ability disability and reading writing from an interactive perspective this text emphasizes the importance of determining and establishing the appropriate learning environment for the individual learner Extensive in depth treatment of current research and best practices make this text a must have addition to any current or future teacher's library Section I Chs 1-3 provides the readers with a strong comprehensive knowledge of reading writing research and assessment practices from which readers can move forward to the second and third sections of the text Chs 4-10 which contain detailed discussions and examples of assessment practices Traditional assessments of students are fully explored and two chapters are devoted to assessing context factors like instructional methods and materials and tasks Both

classroom based and standardized assessments are described Section IV stands alone as an important chapter linking assessment to instruction by means of diagnostic instruction Section V Ch 12-15 is devoted to instructional practices designed to improve reading and writing instruction for struggling students Chapters on word recognition vocabulary comprehension composition and high utility strategies address the major components of literacy development In the final section Ch 16 issues related to professional standards and written reports is addressed *Building Literacy in the Content Areas* Thomas G. Gunning, 2003 Reflects the diversity of modern student population and emphasizes the need to gear instruction to include all students This text provides templates for planning programs and making modifications for average gifted ESL and bilingual students It emphasizes strategies techniques and materials for students who are struggling to learn

Using Rubrics for Performance-Based Assessment Todd Stanley, 2021-10-03 Writing a rubric that can accurately evaluate student work can be tricky Rather than a single right or wrong answer rubrics leave room for interpretation and thus subjectivity How does a teacher who wants to use performance based assessment in this day and age of educational data and SMART goals find a way to reliably assess student work The solution is to write clear rubrics that allow the evaluator to objectively assess student work This book will show classroom teachers not only how to create their own objective rubrics which can be used to evaluate performance assessments but also how to develop rubrics that measure hard to assess skills such as leadership and grit and how to empower their own students to create rubrics that are tailored to their work *Effective Literacy Instruction* Judith A. Langer, 2002 Provides middle school and high school teachers with advice and guidance on creating effective literacy programs that support student learning **A Struggling 5th Grader's Participation in Literacy Activities** Harjot Kaur Sandhu, 2000 *Reading and Writing Together* Nancy Steineke, 2002 Nancy moves students through a series of lessons that refine their skills while deepening their interests in reading writing and listening to the opinions of others *Adolescent Literacy and Differentiated Instruction* Barbara King-Shaver, Alyce Hunter, 2009 Quite simply I would love to have had *Adolescent Literacy and Differentiated Instruction* as a secondary language arts teacher The book makes me itch to go back to my secondary classroom to see how I could use contemporary technologies as vehicles for differentiation Carol Ann Tomlinson As a secondary teacher *Adolescent Literacy and Differentiated Instruction* shows you how to effectively respond to the growing crisis in adolescent literacy It's the first book that shows how to base lessons on students strengths and target back up instruction to their needs so they can improve in literacy master content and meet the demands of higher level learning In *Adolescent Literacy and Differentiated Instruction* Barbara King Shaver and Alyce Hunter summon the latest research and share effective essential differentiation practices With more than 30 replicable models and practical ideas for managing differentiated classrooms King Shaver and Hunter help you assess students individual needs interests and learning styles turn assessment into doable plans for targeted instruction implement dynamic differentiation strategies such as stations flexible grouping choice and anchor activities

Drawing on NCTE's guidelines for promoting adolescent literacy King Shaver and Hunter offer suggestions for teaching not only reading writing listening and speaking but also viewing multimedia texts and engaging with digital literacy Read Adolescent Literacy and Differentiated Instruction use its study guide with colleagues and discover that with adolescent literacy the best way to make a difference is by embracing difference **Exploring Literacy** Eleanor Kutz, 2004 This rhetoric with readings invites students to explore the conversations and literacy practices of the various communities they participate in and to apply the understandings they gain to writing reading and research in academic settings Exploring Literacy presents a model of literacy situated in communities and the experiences of readers and writers within them Students are invited to explore their own experiences in these communities while adopting the reading and writing practices of the academic communities they are entering Combining the elements of a reader a rhetoric research guide and handbook it offers an introduction to the sustained inquiry that underlies most academic work Each chapter focuses on one primary reading selection and demonstrates a process that builds critical response skills Students are taught effective ways of engaging with different kinds of texts memoirs short fiction ethnographic writings academic essays and offered extensive instruction on how to use writing to enrich their involvement with texts

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