

OPINION WRITING RUBRIC

Student Name: _____

Score: 121

	3	2	1
Ideas	Writing stays on topic and has many relevant reasons and details.	Writing mostly stays on topic and has some relevant reasons and details.	Writing is often off topic and has few relevant reasons and details.
Organization	Writing has a strong introduction, body, and conclusion with clear transitions.	Writing has an introduction, body, and conclusion with some transitions.	Writing does not have a clear introduction, body, or conclusion and has few transitions.
Voice	Writing shows strong passion about the topic.	Writing shows some passion about the topic.	Writing shows little passion about the topic.
Word Choice	Writing has many specific words.	Writing has some specific words.	Writing has few specific words.
Sentence Fluency	Writing has a good variety of sentence types.	Writing has some variety of sentence types.	Writing does not have a variety of sentence types.
Conventions	Writing has mostly correct capitalization, punctuation, and spelling.	Writing has some errors with capitalization, punctuation, and spelling.	Writing has many errors with capitalization, punctuation, and spelling.
Presentation	Writing is very neat with few errors.	Writing is somewhat neat with some errors.	Writing is not neat with many errors.

Kid Friendly Writing Rubric 2nd Grade Poetry

Puja Mehta



Kid Friendly Writing Rubric 2nd Grade Poetry:

What Student Writing Teaches Us Mark Overmeyer, 2009 This book provides practical suggestions for teachers of writing Framed within the context of writing workshop the book examines the reasons for reading student work and provides various methods for helping students improve as writers book cover

Writing Engagement, Grade 5 Janet P. Sitter, Ph.D., 2002-01-01 These fun writing exercises will improve students understanding of the writing process along with their language arts skills This engaging reinforcement workbook includes reproducible practice and application work pages evaluation rubrics for teacher and students student writing prompts writing skills tests and an answer key Unit topics include using commas narrative writing expository writing writing a persuasive essay writing a vignette using adjectives and adverbs and more Aligned with Common Core State Standards Mark Twain Media Publishing Company specializes in providing captivating supplemental books and decorative resources to complement middle and upper grade classrooms Designed by leading educators the product line covers a range of subjects including mathematics sciences language arts social studies history government fine arts and character Mark Twain Media also provides innovative classroom solutions for bulletin boards and interactive whiteboards Since 1977 Mark Twain Media has remained a reliable source for a wide variety of engaging classroom resources

Resources in Education , 2001-10 *Every Child a Learner* Aldene Fredenburg, Society for Developmental Education, Peterborough, NH., 1996 The main objective of this sourcebook is to support K 6 educators in creating child centered classrooms where all children can learn and all children can succeed

Inspired English Lorraine LaCroix, 2005 Lorraine LaCroix presents a teacher s guide to teaching middle school and high school English and building literacy skills in even the most reluctant readers

Scott Foresman Reading , 2004

Alternatives to Grading Student Writing Stephen Tchudi, 1997 The result of an investigation into the grading writing by the National Council of Teachers of English Committee on Alternatives to Grading Student Writing this collection of essays offers the writing teacher several innovative and interesting options Following an introduction by the editor chair of the Committee in which he delineates the field of possibilities the essays and their authors are as follows

- 1 It s Broken Fix It Liesel K O Hagan
- 2 Growth Biased Assessing of Writers A More Democratic Choice Marie Wilson Nelson
- 3 Writing Students Need Coaches Not Judges Lynn Holaday
- 4 Response A Promising Beginning for Learning to Grade Student Writing Carol Beeghly Bencich
- 5 Can You Be Black and Write and Right Elaine B Richardson
- 6 Alternative Assessment of Second Language Writing A Developmental Model Janis Massa
- 7 Scribblolink Inviting Parents To Respond to Their Children s Writing Joyce C Fine
- 8 Student Attitudes toward Grades and Evaluation on Writing Jean S Ketter and Judith W Hunter
- 9 Writing at Reading How a Junior Year in England Changes Student Writers Mary B Guthrow
- 10 Assessment through Collaborative Critique Sarah Robbins and others
- 11 What Grades Do for Us and How To Do without Them Marcy Bauman
- 12 Seeing How Good We Can Get It Kelly Chandler and Amy Muentener
- 13 Grading on Merit and Achievement Where Quality Meets Quantity Stephen Adkison and Stephen

Tchudi 14 Total Quality A Farewell to Grades Charles McDonnell 15 Using a Multidimensional Scoring Guide A Win Win Situation Gail M Young 16 Students Using Evaluation in Their Writing Process Jacob S Blumner and Francis Fritz 17 Unlocking Outcome Based Education through the Writing Process Rick Pribyl 18 Portfolio Assessment as an Alternative to Grading Student Writing Kathleen Jones and 19 Issues To Consider When Scoring Student Portfolios Anne Wescott Dodd Faculty workshops in alternatives to grading student writing were Developing Intrinsic Motivation for Students Writing Immaculate Kizza Weighing and Choosing Alternatives Stephen Tchudi Contract Grades An Agreement between Students and Their Teachers Lynda S Radican and Using Rubrics and Holistic Scoring of Writing Jean S Ketter Alternative Assessment Methods across the Disciplines Pamela B Childers and Communicating with Parents and the Public Marilyn M Cooper Individual chapters contain references NKA

Conversations Regie Routman, 2000 In this long awaited volume Regie Routman continues the discussion she began in the best selling *Invitations* and further explores the full universe of an effective language arts and literacy program across the curriculum *Dimensions of Early Childhood*, 2002 *SRA Open Court Reading*, 2002 *SRA Open Court Reading* WrightGroup/McGraw-Hill, 2001-06 **Language Arts Essentials** Gail E. Tompkins, 2006 This new text from the leading name in literacy and language arts has been crafted to provide concise critical information for teaching the language arts backed by the most current and applicable research available The essentials format gives readers the information they need in a price and time conscious way Whether they are learning language arts methods during a practicum course a block course or if they re revisiting the newest most proven strategies as they further their professional development Language Arts Essentials will provide them with the needed background information and strategies Publisher description *CSE Report*, 1999 **Virginia English Bulletin**, 2000 **Trophies, a Harcourt Reading/language Arts Program**, 2003 Contains materials designed to aid students in understanding the stories and lessons in grade 2 of the Trophies a Harcourt reading language art program **Living Between the Lines** Lucy Calkins, Shelley Harwayne, 1991 Contains ideas for teaching reading and writing in the K 12 curriculum that include qualities of good writing introducing literature and rethinking of the writing workshop **Educational Assessment of Students** Anthony J. Nitko, Susan M. Brookhart, 2007 From two of the best known authors in the field of classroom assessment comes a revision of one of the best assessment books Features include hundreds of examples directions for crafting both traditional and alternative assessments checklists for evaluating classroom assessments scores of strategies for assessing problem solving and critical thinking methods for aligning classroom assessment with state standards and NCLB requirements Reviewers have described the book as the best on the market for its completeness and balanced approach to classroom assessment *Back to the Books* Ann Cook, Phyllis Tashlik, 2010-10-30 Teacher to Teacher Publications includes books and accompanying videos DVDs published by the Center for Inquiry in Teaching and Learning a professional development institute located in New York City Written and created by urban public school teachers Teacher to Teacher books and media

provide a valuable and practical resource for the classroom teacher Book Jacket *Science Scope* ,2002 **Why Am I**
Doing This? Giselle O. Martin-Kniep,Diane Cunningham,Diana Muxworthy Feige,Hudson Valley Portfolio Assessment
Project,1998 This book offers demonstrable proof that when teachers engage in sustained inquiry reflection and
communication about assessment they can discover and define their own professionalism and refine their art of teaching

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