

FRIENDLY LETTER RUBRIC

Name: _____

Period: _____

Assignment name: _____

	25 Excellent	20 Good	15 Developing	10 Unsatisfactory
Letter Parts	<ul style="list-style-type: none"> Has heading, date, greeting, body, closing, and signature. 	<ul style="list-style-type: none"> Has five of the six letter parts 	<ul style="list-style-type: none"> Has four of the six letter parts. 	<ul style="list-style-type: none"> Has three or fewer letter parts.
Presentation	<ul style="list-style-type: none"> Margins are present on all four sides and text is visually centered on top and bottom. Spacing follows correct friendly letter format Neatly written or typed 	<ul style="list-style-type: none"> Margins are present on all four sides. Text is not centered. Spacing follows correct friendly letter format. Neatly written or typed 	<ul style="list-style-type: none"> Margins are present on all four sides. Spacing has 1-3 errors. Unevenly written or typed 	<ul style="list-style-type: none"> Margins are present on all four sides. Spacing has four or more errors. Handwriting or typing interferes with readability
Conventions	<ul style="list-style-type: none"> Excellent punctuation, spelling, and grammar with fewer than three errors. 	<ul style="list-style-type: none"> Very good punctuation, spelling, and grammar with fewer than five errors. 	<ul style="list-style-type: none"> Punctuation, spelling, and grammar slightly distract the reader and interfere with meaning. There are ten errors or less. 	<ul style="list-style-type: none"> Punctuation, spelling, and grammar significantly distract the reader. There are more than ten errors.
Content	<ul style="list-style-type: none"> Message stated is clear, precise, and shows insight into task. Letter is three or more paragraphs. Letter encourages a response from the reader. 	<ul style="list-style-type: none"> Message is clear and demonstrates understanding of task. Letter contains only two paragraphs or does not encourage a response from the reader. 	<ul style="list-style-type: none"> Message is mostly clear. Letter is only one paragraph in length. 	<ul style="list-style-type: none"> Message is unclear or disorganized. Demonstrates a lack of understanding of the assignment.

Middle School Friendly Letter Rubric

Thomas S. Dickinson



Middle School Friendly Letter Rubric:

Curriculum Design for Writing Instruction Kathy Tuchman Glass, 2004-12-09 The author's conversational style hooks and easily engages readers into the four step curriculum design process well sequenced array of design templates and lesson models synthesis of the six traits and writing process elements and integration of history social science and science content Carl Zon Standards and Assessment Consultant Coach Connections Sunnyvale CA This book effectively walks educators through the standards based lesson design process in a way that is clear compelling and achievable while simultaneously building content knowledge and extending understanding Ruth Goldhammer Coordinator Curriculum and Staff Development San Mateo County Office of Education CA Design innovative and engaging lessons and units that produce measurable gains This clever new resource takes the reader step by step through the curriculum design process from identifying national and local standards and translating them into user friendly language to crafting meaningful writing assignments and assessments that effectively reveal student strengths and weaknesses Rooted in the six traits model of instruction and assessment and illuminated by relevant classroom examples Glass's four part process shows teachers how to Identify grade level content standards for writing Create a teacher rubric with a clear set of criteria for writing assessment Craft a student checklist that guides students through the unit and prepares them for teacher expectations Design lessons that help students achieve success Replete with tools strategies examples and reproducibles Curriculum Design for Writing Instruction is a valuable resource for any teacher who wants to boost student achievement in writing for any subject and for any grade level

Reinventing the Middle School Thomas S. Dickinson, 2001 First Published in 2001 Routledge is an imprint of Taylor Francis an informa company **Rubrics for Assessing Student Achievement in Science Grades K-12** Hays B. Lantz, 2004-02-06 I recommend Rubrics for Assessing Student Achievement in Science Grades K 12 to any school district that is moving toward a standards based curriculum It will serve as a valuable tool for assessing student learning Grace Cisek Director of Mathematics and Science Curriculum Chester County Intermediate Unit PA At last science educators will now be able to use custom made rubrics to assess and evaluate student performance in the standards based science classroom Combining clarity detail utility and practicality veteran educator and author Hays B Lantz Jr offers the most complete collection of evaluation and assessment tools in science education available today This concise handbook was designed to improve the quality and uniformity of evaluation as well as assessment of student progress Written in language appropriate for both students and teachers in grades K 12 there are over 100 ready to use performance lists holistic rubrics and analytic rubrics that contain clear descriptions of the particular traits and qualities desired in student products and performances Key features distinguishing this book include Scoring tools for a wide range of products and performances found in effective science classrooms and programs Assessment tools that differentiate by learning levels providing a scaffolding of increasingly complex expectations across the grades Years of extensive field testing of the evaluative criteria Rubrics for

Assessing Student Achievement in Science Grades K 12 is a valuable resource that will help to measure what students know and are able to do in the science classroom It will yield more consistent and defensible judgments more precise feedback and sharper student learning and performance

Educational Coaching Cathy A. Toll, 2018-03-22 Educational coaches whether math literacy instructional or curriculum coaches vary in the content of the work they do and in the grade range of the teachers with whom they work But good coaching is good coaching as coaching expert Cathy A Toll affirms in this her newest book All coaches seek to help solve problems and increase teacher success and they all depend on effective collaboration to do so This practical guide shows readers how to get the most out of educational coaching It details Models of coaching that enhance teachers thinking help them overcome obstacles to success and lead to lasting change Three phases of the problem solving cycle Characteristics of effective coaching conversations Components of CAT connectedness acceptance and trustworthiness that are essential to the partnership Practices that support teamwork Toll also tackles the obstacles that hinder a coach s success administrators who don t understand coaching and teachers who don t want to engage Full of insights and answers Educational Coaching is for all coaches and those who lead them

Great Performances Larry Lewin, Betty Jean Shoemaker, 1998 This book presents an approach to developing performance assessments It begins with four steps for Info In and moves to four Info Out modes through which students can make their content understanding explicit for evaluation purposes The first chapter is an overview of performance assessment in the classroom Chapter 2 discusses the Info In model and the key processes of reading listening manipulating and viewing Chapter 3 explores the first Info Out mode visual representations Chapters 4 5 and 6 examine the three additional Info Out modes writing oral presentations and large scale substantive projects and performances The final chapter summarizes strengths and weaknesses of classroom based performance assessments An appendix contains the Oregon Writing Scoring Guide for middle school Contains 64 figures and 23 references SLD

An Introduction to Standards-Based Reflective Practice for Middle and High School Teaching Elizabeth Spalding, Jesus Garcia, Joseph A. Braun, 2010-03-09 This easy to use introductory guide to teaching in contemporary middle and high schools provides teachers with the tools to become reflective practitioners It shows pre and inservice teachers how to use standards to choose instructional materials and methods that are appropriate with particular students at a particular time in a particular setting for a particular purpose While the authors are specialists in English and social studies this resource is appropriate for aspiring middle and high school teachers of any subject With a personal voice that will appeal to readers this book Links directly to the most recent version of standards for beginning teachers published by the Council of Chief State School Officers CCSSO Illustrates how teachers can be reflective about rather than reactive to standards Features an autobiographical approach to help readers understand how prior educational experiences may shape their future teaching Contains numerous reflective vignettes by practicing teachers

Middle School Journal , 1996

Practical Ideas for Teaching Writing as a Process at the Elementary School and Middle

School Levels Carol Booth Olson,1996 **Middle Grade Assessments** Linda Karges-Bone,2000-12 Includes reproducible rubrics checklists and assessment tools for all curriculum areas A glossary of terms planning questions student contract and assessment journal are also part of this comprehensive resource *Becoming a Middle Level Teacher* Cathy Vatterott,2007

Becoming A Middle Level Teacher outlines an approach to student focused instruction that can provide greater academic success for the most students and at the same time assist early adolescents in navigating the difficult transition of puberty With over 50 learning activities in language arts social studies science math art music and physical education from 20 practicing middle school teachers the text is full of examples of actual programs and practices from several outstanding middle schools *Contexts of Teaching* Jesus Garcia,Elizabeth Spalding,Richard R. Powell,2001 This unique new book enters into the middle and high school teaching methods market with an intimate first person approach and an emphasis on reflective teaching Reader biography teaching philosophy and portfolio activities make this a practical book rich in applications Teaching is portrayed as a process of ongoing learning growth and development and a strong emphasis is placed on multiculturalism and diversity While most books tend to take a more traditional skills based approach Contexts of Teaching presents teaching methods from a constructivist inquiry perspective consistent with current educational trends Chapter topics include Knowing Middle and High School Students Rethinking Classroom Management considering Curriculum planning instruction Selecting Instructional Materials Teaching with Technology Implementing Instruction Strategies and Methods Assessing Student Learning Understanding the Role of Community Making a Difference in Today s Classrooms and Reflecting for Professional Renewal For teachers of middle and high school students **Creating Literacy Instruction for All Students** Thomas G. Gunning,2005 With its inclusive view of literacy Creating Literacy Instruction for All Students emphasizes methods that have been validated by research and practice while delivering the basics of all major aspects of reading and writing The Fifth Edition of this best selling book continues to be a comprehensive practical text that provides its readers with step by step guidance for teaching reading and writing Written by distinguished author Tom Gunning this text features sample lessons for virtually every major literacy skill strategy and offers numerous reinforcement suggestions and generous listings of materials With its careful balance between the theory and the practice readers are always given the theories behind the methods encouraging them to choose adapt and construct their own approaches as they create a balanced program of literacy instruction Special emphasis has been given to adapting instruction for English language learners struggling readers and writers and special needs students throughout the book Unlike comparable texts the new edition stresses effective steps for closing the gap between achieving and struggling readers as mandated by the No Child Left Behind legislation and Reading First *Teaching Writing* Gail E. Tompkins,2008 Accessible and reader friendly this is the definitive book on teaching writing to children in grades K 8 the only title on the market to thoroughly address both the process and the product of writing Covers strategies for teaching prewriting drafting revising editing and publishing

through writing workshops literature focus units and thematic units techniques for helping children develop ideas organize writing choose vocabulary apply stylistic devices and correct mechanical errors and five levels of scaffolded composition instruction modeled shared interactive guided and independent writing Addressing Process and Product NEW A Writing Workshop CD now included in every copy of the book gives you specific insight into classroom teaching in a workshop model illustrating both the writing process and product Meeting Individual Student Needs NEW How to Address Struggling Writers Problems this step by step analysis explains what issues cause writers to struggle provides clear examples of the problem and clarifies the steps to take to help writers overcome their obstacles Planning for Accountability NEW Preparing for Writing Tests this new feature will help you prepare students for high stakes testing by clearly defining each type of writing providing prompts to generate a writing sample and outlining possible pitfalls writers may face when writing in this specific genre

Library Media Connection ,2003 **Reaching and Teaching Young Adolescents** Gloria Goris Stronks,Nancy Knol,1999-04 *Learning and Leading with Technology* ,2002 Turgenev's Letters Ivan Turgenev,1983 Ivan Turgenev one of the greatest Russian writers was the first to achieve real fame outside of his own country He spent most of his adult life in Western Europe and started to write letters not just to keep his friends informed of his progress but in order to receive replies An entertaining and accomplished correspondent he rarely objected to publication of his letters which were written with that possibility in mind This selection of full letters spans more than fifty years from 1831 until just before Turgenev's death in September 1883 Turgenev enjoyed conversations by post debating social and political questions and issues in literature art and music Among his correspondents were major writers of the day including Flaubert Zola Maupassant Henry James Tolstoy and Dostoyevsky as well as friends and relations Many of the letters reveal his views on contemporary literary and social events in Russia and Europe others to his publishers translators and to aspiring authors give some of his criteria for a writer These letters will not provide an answer to the Turgenev enigma but they do show many sides of this fascinating and mercurial man The letters are in chronological sections A biographical framework is provided both by the introductions to these sections and to individual letters and by the inclusion of letters covering the main events of his life This selection is an important contribution both to our knowledge and understanding of nineteenth century Russian and European history and literature A V Knowles is Senior Lecturer in Russian at the University of Liverpool and is the editor of the Tolstoy volume in The Critical Heritage series

The Church Standard ,1907 Resources in Education ,1997 *Current Index to Journals in Education* ,1997

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