

Grades 6-8 Expository Writing Evaluation Rubric

New York State Grade 6-8 Expository Writing Evaluation Rubric

CRITERIA	COLL	SCORE				
		4 Essays at this level:	3 Essays at this level:	2 Essays at this level:	1 Essays at this level:	0 Essays at this level:
CONTENT AND ANALYSIS: the extent to which the essay conveys complex ideas and information clearly and accurately in order to support claims in an analysis of topic or text(s)	W.2 R.1-2	—clearly introduce a topic in a manner that is compelling and follows logically from the task and purpose —demonstrate insightful analysis of the text(s)	—clearly introduce a topic in a manner that follows from the task and purpose —demonstrate grade-appropriate analysis of the text(s)	—introduce a topic in a manner that follows generally from the task and purpose —demonstrate a basic comprehension of the text(s)	—introduce a topic in a manner that does not logically follow from the task and purpose —demonstrate little understanding of the text(s)	—demonstrate a lack of comprehension of the text(s) or task
COMMAND OF EVIDENCE: the extent to which the essay presents evidence from the provided texts to support analysis and reflection	W.3 R.1-2	—develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from the text(s) —sustain the use of varied, relevant evidence	—develop the topic with relevant facts, definitions, details, quotations, or other information and examples from the text(s) —sustain the use of relevant evidence, with some lack of variety	—partially develop the topic of the essay with the use of some factual evidence, some of which may be irrelevant —use relevant evidence with inconsistency	—demonstrate an attempt to use evidence, but only develop ideas with minimal, occasional evidence which is generally misused or irrelevant	—provide no evidence or provide evidence that is completely irrelevant
COHERENCE, ORGANIZATION, AND STYLE: the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language	W.2 L.1 L.6	—exhibit clear organization, with the skillful use of appropriate and varied transitions to create a unified whole and enhance meaning —establish and maintain a formal style, using grade-appropriate, stylistically sophisticated language and domain-specific vocabulary with a notable sense of voice —provide a concluding statement or section that is compelling and follows clearly from the topic and information presented	—exhibit clear organization, with the use of appropriate transitions to create a unified whole —establish and maintain a formal style using precise language and domain-specific vocabulary —provide a concluding statement or section that follows from the topic and information presented	—exhibit some attempt at organization, with inconsistent use of transitions —establish but fail to maintain a formal style, with inconsistent use of language and domain-specific vocabulary —provide a concluding statement or section that follows generally from the topic and information presented	—exhibit little attempt at organization, or attempts to organize are irrelevant to the task —lack a formal style, using language that is imprecise or inappropriate for the text(s) and task —provide a concluding statement or section that is illogical or unrelated to the topic and information presented	—exhibit no evidence of organization —use language that is predominantly imprecise or copied directly from the text(s) and task —do not provide a concluding statement or section
CONTROL OF CONVENTIONS: the extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling	W.2 L.1 L.2	—demonstrate grade-appropriate command of conventions, with few errors	—demonstrate grade-appropriate command of conventions, with occasional errors that do not hinder comprehension	—demonstrate emerging command of conventions, with some errors that may hinder comprehension	—demonstrate a lack of command of conventions, with frequent errors that hinder comprehension	—are minimal, making assessment of conventions unreliable

- If the prompt requires two texts and the student only references one text, the response can be scored no higher than a 2.
- If the student writes only a personal response and makes no reference to the text(s), the response can be scored no higher than a 1.
- Responses totally unrelated to the topic, illogical, incoherent, or blank should be given a 0.
- A response totally copied from the text(s) with no original student writing should be scored a 0.

New York State Ela Writing Rubric

Kate Menken



New York State Ela Writing Rubric:

Disciplinary Literacy Inquiry & Instruction, Second Edition Jacy Ippolito, Christina L. Dobbs, Megin Charner-Laird, 2024-05-23 A revised and expanded edition that promotes inquiry and teaching practices to help students gain the discipline specific literacy skills they need to succeed in college the workplace and the society of tomorrow Argument Writing as a Supplemental Literacy Intervention for At-Risk Youth Margaret Sheehy, Donna M. Scanlon, 2021-11-28 This volume details the development and initial evaluation of a supplemental literacy course intended to support at risk high school students in the US Developed using design based research DBR the course combines argument writing and knowledge building literacy routines to support academic literacy development Acknowledging the demand for US students to meet academic literacy standards that emphasize explanatory and argumentative writing the text foregrounds knowledge building as key to effective writing development Chapters trace the development and implementation of course literacy routines designed using DBR and use whole class and individual case studies to demonstrate how informational reading discussion and argument writing become an activity system to support literacy development Ultimately the text has important implications for literacy course design and the use of knowledge building analysis and DBR in research The text will benefit researchers academics and educators in higher education with an interest in academic literacy education writing and composition and secondary education more broadly Those specifically interested in methodologies relating to classroom teaching and learning as well as argumentation and argument writing will also benefit from this book

Improving Standards-Based Learning Judy F. Carr, Doug Harris, 2009-05-21 This is the best nuts and bolts guide for improving teaching and learning in our schools Carr and Harris have been successful in every school district they have consulted in Now we have access to their insight and experience in a book that is perfectly laid out with examples and worksheets to guide successful instructional improvement If you re serious about instructional leadership this is the one book you need on your desk Kenneth W Eastwood Superintendent Middletown City School District NY Use this tool kit to develop a high quality curriculum that impacts student learning Although schools and districts across the country have made notable strides in their instructional programs educators continue to struggle with developing curriculum that addresses each learner s needs and strengths is aligned to instruction and assessment supports standards based learning and results in increased student learning In this book the authors provide a curriculum and improvement process that not only shows school leaders how to design a strong coherent curriculum but also leads the reader through the critical processes of implementing and then evaluating that curriculum for instructional improvement This resource is packed with ready to use tools that can be tailored to meet site specific needs and includes examples from schools and districts proven strategies guidelines and worksheets graphics and vignettes that illustrate key points and questions that promote reflection The book addresses key issues including How is curriculum put together Who should be involved and what should be included How should we go about it

and how long will it take What should be considered during implementation How is curriculum evaluated Whether you are experienced or just getting started Improving Standards Based Learning provides an accessible framework with numerous tools for developing a curriculum that can generate substantive improvement in teaching and learning Regents English Power Pack Revised Edition Barron's Educational Series,Carol Chaitkin,2021-01-05 Barron's two book Regents English Power Pack provides comprehensive review actual administered exams and practice questions to help students prepare for the English Regents exam This edition includes Regents Exams and Answers English Eight actual administered Regents exams so students have the practice they need to prepare for the test Review questions grouped by topic to help refresh skills learned in class Thorough explanations for all answers Score analysis charts to help identify strengths and weaknesses Study tips and test taking strategies Let's Review Regents English Comprehensive review of all topics on the test Extra practice questions with answers One actual administered Regents English exam with answer key **A Teacher's Guide to Using the Common Core State Standards With Gifted and Advanced Learners in the English/Language Arts** National Assoc For Gifted Children,Todd Kettler,Elizabeth Shaunessy-Dedrick,2021-09-23 A Teacher's Guide to Using the Common Core State Standards With Gifted and Advanced Learners in the English Language Arts provides teachers and administrators a blueprint for differentiating the Common Core State Standards for English Language Arts for gifted and advanced students through the use of acceleration depth complexity and creativity within and across grade levels It illustrates the differences between learning experiences for typical and advanced students based on the same standard and provides an array of examples across five of the information text and literary text standards while integrating the other aspects of language arts teaching and learning The book highlights implementation features such as classroom management and assessment of student work that allow teachers to make data based decisions about instruction for particular students It also offers guidance to teachers on reading selections for advanced learners at all grade levels *Developing Learning Communities Through Teacher Expertise* Giselle O. Martin-Kniep,2003-10-14 Learn practical methods for developing a collaborative environment where teachers and administrators work together to enhance teachers practices increase student learning and produce valuable school processes 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

The Assessment of Multilingual Learners Kate Mahoney, 2024-09-10 This book is a comprehensive introduction to the topic of assessing students who use two or more languages in their daily life The book provides foundational information for assessing multilingual learners MLs in schools with an emphasis on school language and content Major assessment ideas are viewed through a framework called PUMI Purpose Use Method and Instrument to help readers focus on important assessment principles leading to better quality assessments for MLs This is a substantially revised and updated second edition of *The Assessment of Emergent Bilinguals* Updates in this edition include a greater focus on multilingual assessment and assessment in language contexts in addition to English Spanish This edition addresses both the current politics of multilingual assessment and recent theoretical developments including an expanded exploration of translanguageing in assessment contexts This edition aims to be more practical than the first edition with more examples of assessments and rubrics and a greater emphasis on using assessment results in formative ways

English Learners Left Behind Kate Menken, 2008-02-27 In the wake of recent federal legislation entitled No Child Left Behind high stakes standardized testing for accountability purposes is being emphasized in educational systems across the U S for all students including English Language Learners ELLs Yet language proficiency mediates test performance so ELLs typically receive scores far below those of other students This book explores how tests have become de facto language policy in schools shaping what is taught in school how it is taught and in what language s it is taught In New York City while most schools responded to testing by increasing the amount of English instruction offered to ELLs a few schools have preserved native language instruction instead Moreover this research documents how tests are a defining force in the daily lives of ELLs and the educators who serve them

The Missing Piece Hermon R. Card, Dolores R. Card, 2013-08-08 We are in an education crisis We need to restore the teaching profession to one of respect and support and provide effective education to enable current students the new kids to rise to their full potential What a fabulous book Herm and Dolores have written a truly inspirational resource for teachers This should be required reading for anyone preparing to enter the classroom and for anyone who needs to step back and rethink think through or reconsider their practice They speak to the reader's heart as well as the head and Herms poetry is the best medicine I know for preventing teacher burnout Carol Jago president of the National Council of Teachers of English and long time middle and high school teacher in Santa Monica California *The Missing Piece* by Dolores and Hermon Card is the book we've all been waiting for about how to educate the new kids this

evolutionary bunch of uniquely different individuals known variously by labels as quirky as they are You name it and this book covers it and in a style as usable as it is advanced Dolores and Hermon encourage students to make connections to themselves and then work beyond themselves to extend their reach to work with us not for us The raw truth about our current education system and how to fix it is covered with poetry with solutions and with expansive teaching styles that include meditation Reiki chakras the higher self and the importance of spirituality No this isn't new age it is new thought in its most courageous form a balanced and realistic way to educate the whole child I was blown away by The Missing Piece No one else has looked at our educational system today and the various proposals to fix what's wrong with eyes and hearts broad enough to recognize what was and is still missing what the new kids must have a holistic approach Thank you Dolores and Hermon Card for giving us a miracle P M H Atwater L H D author of Children of the Fifth World Future Memory and Near Death Experiences The Rest of the Story *The Music and Literacy Connection* Dee Hansen, Elaine Bernstorff, Gayle M.

Stuber, 2014-09-24 The second edition of *The Music and Literacy Connection* expands our understanding of the links between reading and music by examining those skills and learning processes that are directly parallel for music learning and language arts literacy in the pre-K elementary and secondary levels This edition includes two new chapters one dedicated to secondary music education and teacher evaluation and another that offers a literature review of latest literacy research in education neuroscience and neuropsychology Readers will find extensive instructional examples for music and reading teachers so that they may enrich and support each other in alignment with current initiatives for twenty-first century curricula Instructional examples are aligned with The National Core Music Standards and the Common Core State Standards for English Language Arts and Media Arts Readers will find an in-depth review of the benefits of music learning in the listening viewing speaking and writing literacy as well as comprehensive information for children with special needs *The Music and Literacy Connection* is a valuable resource for professional development college literacy courses and curriculum administrators **Handbook of**

Automated Essay Evaluation Mark D. Shermis, Jill Burstein, 2013-07-18 This comprehensive interdisciplinary handbook reviews the latest methods and technologies used in automated essay evaluation AEE methods and technologies Highlights include the latest in the evaluation of performance based writing assessments and recent advances in the teaching of writing language testing cognitive psychology and computational linguistics This greatly expanded follow up to *Automated Essay Scoring* reflects the numerous advances that have taken place in the field since 2003 including automated essay scoring and diagnostic feedback Each chapter features a common structure including an introduction and a conclusion Ideas for diagnostic and evaluative feedback are sprinkled throughout the book Highlights of the book's coverage include The latest research on automated essay evaluation Descriptions of the major scoring engines including the E-rater the Intelligent Essay Assessor the Intellimetric™ Engine c-rater™ and LightSIDE Applications of the uses of the technology including a large scale system used in West Virginia A systematic framework for evaluating research and technological results Descriptions of

AEE methods that can be replicated for languages other than English as seen in the example from China Chapters from key researchers in the field The book opens with an introduction to AEEs and a review of the best practices of teaching writing along with tips on the use of automated analysis in the classroom Next the book highlights the capabilities and applications of several scoring engines including the E rater the Intelligent Essay Assessor the Intellimetric™ engine c rater™ and LightSIDE Here readers will find an actual application of the use of an AEE in West Virginia psychometric issues related to AEEs such as validity reliability and scaling and the use of automated scoring to detect reader drift grammatical errors discourse coherence quality and the impact of human rating on AEEs A review of the cognitive foundations underlying methods used in AEE is also provided The book concludes with a comparison of the various AEE systems and speculation about the future of the field in light of current educational policy Ideal for educators professionals curriculum specialists and administrators responsible for developing writing programs or distance learning curricula those who teach using AEE technologies policy makers and researchers in education writing psychometrics cognitive psychology and computational linguistics this book also serves as a reference for graduate courses on automated essay evaluation taught in education computer science language linguistics and cognitive psychology **Whole Child, Whole School** Eileen Santiago, JoAnne Ferrara, Jane Quinn, 2012-10-23 This book provides a unique examination on the ways in which educating the whole child in the community school serves to ameliorate the conditions of poverty and obstacles to learning faced by students Using a case study approach the book will highlight the successful journey of one school that transformed itself into a community school Given the rise in poverty nation wide and the unprecedented economic crisis many school districts are looking for innovative ways to garner resources for their schools The strategies outlined in this book will provide suggestions for using the resources of community partnerships as a framework for school renewal and improvement in student achievement The authors share their first hand experiences building a community school from the ground up as well as providing the national perspective on community schools Acknowledging the power of the community school this book concludes with a call to action for the dissemination of this model and its embrace of whole child education **The English Record** , 2005

Fixing Instruction Victor P. Maiorana, 2015-10-21 A professional core includes a common language of practice foundation principles and skills and related standards Such a core is present in the medical engineering and legal professions Instructionally it is not present in the teaching profession There is no core foundation for critical instruction Such instruction long sought but unrealized leads students to think read and write critically for content comprehension These issues obstruct critical instruction There is no uniform use of instructional terms Conventional serialism based instruction blocks the mind s nature to think critically Rote learning is the result Teaching is based on thinking directed at subject matter Yet we practice without a universal foundation in either Teacher preparation programs have no foundation courses for critical instruction There are no teacher educator teacher or student standards for critical thinking for comprehension the basis of critical

reading and writing These issues result in weak instructional preparation and practice and poor student achievement Fixing Instruction resolves the issues It provides for the first time teacher educators teacher candidates teachers and professional developers with an explicit core body of knowledge for critical instruction

Teaching Literature to Adolescents Richard Beach, Deborah Appleman, Bob Fecho, Rob Simon, 2016-03-10 This popular textbook introduces prospective and practicing English teachers to current methods of teaching literature in middle and high school classrooms It underscores the value of providing students with a range of different critical approaches and tools for interpreting texts and the need to organize literature instruction around topics and issues of interest to them Throughout the textbook readers are encouraged to raise and explore inquiry based questions in response to authentic dilemmas and issues they face in the critical literature classroom New in this edition the text shows how these approaches to fostering responses to literature also work as rich tools to address the Common Core English Language Arts Standards Each chapter is organized around specific questions that English educators often hear in working with pre service teachers Suggested pedagogical methods are modelled by inviting readers to interact with the book through critical inquiry methods for responding to texts Readers are engaged in considering authentic dilemmas and issues facing literature teachers through inquiry based responses to authentic case narratives A Companion Website <http://teachingliterature.pbworks.com> provides resources and enrichment activities inviting teachers to consider important issues in the context of their current or future classrooms

Changing the Way You Teach, Improving the Way Students Learn Giselle Martin-Kniep, Joanne Picone-Zocchia, 2009-05-15 With classroom tested ideas real world examples and easy to use activities Giselle Martin Kniep and Joanne Picone Zocchia tap three decades of experience to define and describe critical teaching and learning strategies that engage students and increase achievement Teachers at any grade level and in any subject area will gain insights into how to Create a rigorous relevant and authentic curriculum Use organizing centers and make meaningful connections to lend true coherence to subject matter Ask students questions that will help them retain new material and apply their knowledge in settings outside school Teach students how to develop high order skills such as an ability to affirm values articulate beliefs and use multiple resources in varied contexts Use assessment as a system to directly engage students in revising tests and evaluating themselves Incorporate evaluation tools like portfolios checklists and rubrics to foster and assess high quality student work that exceeds expectations and Encourage students to self monitor progress self regulate behavior appreciate unique learning preferences and ultimately become informed and active 21st century citizens Changing the Way You Teach Improving the Way Students Learn stresses the need to build students capacity to learn how to learn and be strategic self aware participants in an ever complex and fast changing society Embracing what they call our moral imperative the authors encourage us to help students pursue the goals that will make them feel whole as human beings

Critical Thinking in the Elementary Classroom Erin Shadowens, 2023-10-31 Even young students can develop vital critical thinking skills when they have access to rich content

meaningful opportunities to practice and guided instruction Critical thinking evaluating and analyzing data to make informed judgments is essential in both the classroom and everyday life Teaching critical thinking skills in the elementary grades is often an afterthought if it s a thought at all Veteran primary teacher and instructional leader Erin Shadowens proposes that students of all ages benefit when teachers expand the definition of what is possible by engaging young learners with real challenges and supportive accessible learning environments In *Critical Thinking in the Elementary Classroom* Shadowens Explores the concept of critical thinking clarifies misunderstandings and delves into relevant research Introduces the Critical Thinking Framework to help nurture deep thinking in the context of content focused lessons Presents case studies of the framework in action Shows how to apply the framework at the unit and lesson levels addressing common instructional pitfalls along the way Describes how a virtuous cycle of assessment and feedback promotes academic achievement and critical thinking Illustrates how to foster an intellectual community with young learners Ultimately this book guides elementary teachers in supporting students to think deeply about rich content make insightful connections and address issues in broader more meaningful ways both in and outside of school

We Shall Overcome Victor V. Bobetsky, 2014-12-23 *We Shall Overcome* is an American folk song that has influenced American and world history like few others At different points in time it has served as a labor movement song a civil rights song a hymn and a protest song and has long held strong individual and collective meaning for the African American community in particular and the American and world communities more generally *We Shall Overcome Essays on a Great American Song* edited and compiled by Victor V Bobetsky comprises essays that explore the origins history and impact of this great American folk song Inspired by a symposium of guest speakers and student choirs from the New York City Public Schools chapters cover such critical matters as the song s ancestry Pete Seeger s contribution to its popularization the role played by the SNCC Freedom Singers in its adoption the gospel origins and influences of the song its adaptation by choral arrangers its use as a teaching tool in the classroom and its legacy among other freedom songs *We Shall Overcome Essays on a Great American Song* constitutes an invaluable resource for the music and music education community as well as for members of the general public interested in music education history and the civil rights movement The book provides readers with a wide and unique spectrum of information about the song relevant to researchers and teachers

Inside Education Stephen O'Brien, 2015-12-22 To learn more about learning what it is and how it works it is necessary to look inside education *Inside Education* takes the reader on a journey of four live education projects the first all Irish speaking mixed gendered multi faith primary school in the Republic of Ireland ideally suited to exploring learning identity an alternative post primary school for those who leave or are left behind by the formal education system also based in the Republic of Ireland and ideally suited to exploring personal learning an early college school that enables students to simultaneously sit their high school diploma and college exams based in Queens New York and ideally suited to exploring learning success and an adult education training centre that works with landless movement members

based in Brazil and ideally suited to exploring learning power Using a critical ethnography approach each research narrative naturally unfolds enfold to tell a more complete learning story All those interested in education are primed readers By re viewing their own learning outlook they may begin to advance deeper critical ideas and debates in education They may come to re represent education reminding public consciousness of its human stories as well as its curious intricate and powerful qualities And they may re discover other roads to raise a scholar Teachers educational researchers parents and guardians will be particularly interested readers Inside Education is a thought provoking challenging and revealing journey inside the world of education and learning Its exploration of school and classroom practices in a range of different settings provides important insights into how we learn a central aspect of our education system which remains overlooked and understudied In doing so it lays down a challenge to policy makers and educators everywhere to think differently about the way we learn and ultimately help students fulfil their real potential Carl O'Brien Chief Reporter for The Irish Times Inside Education is a stunning example of passionate scholarship that nonetheless refuses a redemptionist stance The ethnography captures people and contexts and draws the reader into the four sites of learning in fluent and lyrical prose This is facilitated by the extensive use of research notes deploying historical comparative literary artistic and scholarly sources Denis O'Sullivan Emeritus Professor of Education University College Cork Ireland

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