

Characterization Unit Stories /90
Peer Review /30
/120

	Characterization	Plot	Organization
30	<p>Students added indirect and direct characterization throughout each story in order for readers to understand character development</p> <p>Students added an appropriate amount of dialogue and narration in order to exemplify their character</p> <p>Students created relevant characters to exemplify the plot and conflict found in their stories</p>	<p>Students submitted three stories that built upon one another based on their character's motives/background</p> <p>Students submitted three stories that helped progress their character's personality and traits through various conflicts that the character faced</p> <p>Students submitted three stories where their characters successfully "completed" a given journey</p>	<p>Students followed proper grammatical and mechanical rules</p> <p>Students created an appropriate flow from one story to the next with an appropriate amount of introductory and concluding information</p> <p>Students chose a logical sequence events to help highlight their character's growth and development</p>
20	<p>Students created characters that included some indirect and direct characterization, but details were lacking leaving undeveloped characters</p> <p>Students did not incorporate an appropriate amount of dialogue to offset narration</p> <p>At times, choices made by characters strayed or were unnecessary for the development of the plot</p>	<p>Students submitted three stories, but students introduced new concepts that didn't appropriately build on past experiences of their characters</p> <p>Students submitted three stories, but the conflicts faced did not always help the character's progress</p> <p>Students submitted three stories, but the journey their character faced was left unfinished</p>	<p>Students did not follow all conventional grammar and mechanical rules</p> <p>Students had a flow to their three submitted stories, but at times more information was needed to introduce or conclude time lapses</p> <p>At times, the sequence of students' stories were not relevant to character growth</p>
10	<p>Students did not appropriately exemplify their characters through indirect and direct characterization</p> <p>Students did not include a sufficient amount of dialogue and narration to highlight their characters</p> <p>Students did not create relevant characters that faced the conflict and plot found in their stories</p>	<p>Students did not submit three stories and/or the stories were not connected via an appropriate plot sequence</p> <p>Students did not submit three stories and/or their stories did not fully develop conflicts to help exemplify character growth</p> <p>Students did not submit three stories and/or their character's journey was incomplete</p>	<p>Students had several mechanical or conventional errors</p> <p>Students did not create an appropriate flow from one story to the next leaving the reader confused on the time lapses created</p> <p>Students created events in no sequential order causing confusion for the reader</p>

Comments:

Characterization Rubric

Karla Hardaway

A red circular graphic with a gradient, appearing as a stylized arrow or a partial circle, located to the right of the name Karla Hardaway.

Characterization Rubric:

Assessment Rubrics Decoded Kelvin Heng Kiat Tan, 2020-03-27 Rubrics offer concrete artefacts of what schools evaluate to be of merit and what educators and schools value to be worth rewarding *Assessment Rubrics Decoded* offers insights into a myriad of issues that affect and are affected by the construction of merit in students learning and the articulation of underlying educational ideologies in the assessment of student achievement Designed for both students and teachers who should have parity of involvement in developing and using rubrics this book covers the problematic issues of assessment in schools while offering readers practical solutions to navigating the ensuing tensions and dilemmas The notion that rubrics may hinder assessment transparency is also discussed with examples to warn against uncritical use of rubrics that may discipline rather than help learners The perspective of a school leader in providing assessment leadership to rubrics usage across a school is included for extending awareness of rubrics beyond classroom contexts This provides an informed approach for teachers to understand the stakes and complexities involved in judging learning and learners whilst offering concrete options and suggestions to consider This book will be a valuable resource for classroom teachers school leaders teacher educators and researchers interested in the field of assessment rubrics

Parallel Curriculum Units for Language Arts, Grades 6-12 Jeanne H. Purcell, Jann H. Leppien, 2009-08-25 The Parallel Curriculum Model PCM holds the power to help students and teachers see the whole of what they are learning We invite practitioners to read more about this model and join us on a professional journey that we believe will yield that joy and wisdom that comes from seeing the whole To address the varying needs of teachers across the K 12 grade span as well as different content areas we decided to create a series of curriculum units based on PCM that could be used by practitioners It is our hope that the lessons not only underscore important and discipline specific content but also illuminate the four parallels in unique and enduring ways From the Introduction Design exemplary language arts lessons based on the Parallel Curriculum Model Want to create rigorous learning opportunities for students in language arts based on a deeper understanding of pedagogy and curriculum design As demonstrated in the best selling book *The Parallel Curriculum* the Parallel Curriculum Model PCM allows teachers to determine student performance levels and design intellectual challenges that help students develop expertise in specific subject areas *Parallel Curriculum Units for Language Arts Grades 6 12* provides sample language arts units written by practicing teachers to demonstrate what high quality curriculum looks like within a PCM framework Covering a variety of topics including narrative voice literary criticism and writing original pieces these field tested units each contain Teacher rationales explaining the unit design Connections to concepts skills and national or state standards Step by step directions for delivering the lessons and unit Modification strategies assessments and reproducibles Use these examples to design your own units and deepen your understanding of how the PCM framework helps tailor curriculum to the abilities interests and learning preferences of each learner

How Students Write: A Linguistic Analysis Laura Louise Aull, 2020-04-01 Broad

generalizations about people today are a familiar feature of first year student writing *How Students Write* brings a fresh perspective to this perennial observation using corpus linguistics techniques This study analyzes sentence level patterns in student writing to develop an understanding of how students present evidence draw connections between ideas relate to their readers and ultimately learn to construct knowledge in their writing Drawing on both first year and upper level student writing the book examines the discourse of students at different points in their education It also distinguishes between argumentative and analytic essays to explore the way school genres and assignments shape students choices In focusing on sentence level features such as hedges perhaps and boosters definitely this study shows how such rhetorical choices work together to open or close opportunities for thoughtful exchanges of ideas Attention to these features can help instructors foster civil discourse design effective assignments and expose and question norms of higher education

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

Introduction to Qualitative Chemical Analysis Theodor Wilhelm Fresenius, 1921

Data Science in Context Alfred Z. Spector, Peter Norvig, Chris Wiggins, Jeannette M. Wing, 2022-10-20 Data science is the foundation of our modern world It underlies applications used by billions of people every day providing new tools forms of entertainment economic growth and potential solutions to difficult complex problems These opportunities come with significant societal consequences raising fundamental questions about issues such as data quality fairness privacy and causation In this book four leading experts convey the excitement and promise of data science and examine the major

challenges in gaining its benefits and mitigating its harms They offer frameworks for critically evaluating the ingredients and the ethical considerations needed to apply data science productively illustrated by extensive application examples The authors far ranging exploration of these complex issues will stimulate data science practitioners and students as well as humanists social scientists scientists and policy makers to study and debate how data science can be used more effectively and more ethically to better our world

CSE Report ,2006 Character Treatment in the Mediaeval Drama ... Timothy J. Crowley,1907 *Examining Evidence* Lisa Hart,2008 *The Narrative Function of the Holy Spirit as a Character in Luke-Acts* William Henry Shepherd,1994 Reel Writing Karla Hardaway,2006 In this highly praised and innovative approach literature concepts are taught through the medium of film Students are taught to read movies using the same skills needed for reading literature Each unit uses a movie to teach a literary concept Course information such as definitions history cast lists etc is included for each unit Teachers are given various activities for introducing literary concepts Pages are ready to be reproduced to hand out to students or to make overhead transparencies A viewing guide is included for each movie to be filled out as students watch the movie or as a comprehension check at the end of the movie Students complete pre viewing exercises view the film and then respond to the film through quizzes oral assignments group activities and performances or writing assignments Students write individually and in groups They write character sketches short stories film reviews skits essays term papers and poetry songs The method is acclaimed by curriculum developers teachers and students who have experienced the curriculum first hand

Characters, Setting, and Plot. Oh My! Janai West,2008 *U.C. Davis Law Review* University of California, Davis. School of Law,2004 **Reading (absent) Character** Thomas Docherty,1983 **Assessment in the Block** Laura L. McCullough,Brenda M. Tanner,2001 **Synthesis and Characterization of Nitric Oxide-releasing Agents/polymers for Biomedical Applications** Melissa May Batchelor,2004 Four Adolescents, Their Compensatory Strategies and Writing Development in the Texts They Authored in and Out of School Deborah Marie Alvarez,1998 *Standards-based Activities with Scoring Rubrics: Performance-based portfolios* ,2002 *Assessing Teacher Performance* Sharon Castle,Beverly D. Shaklee,2006 What does performance based assessment in teacher education mean How can colleges and schools of education bring together faculty across programs and within programs to develop and implement a performance based assessment program for their candidates This volume is designed to share elements of effective performance based assessments examine the issues related to credibility of the evidence from performance based assessments and provide practical examples of works in progress from initial licensure through advanced degree programs in teacher education

God and Man in the Law Robert Lowry Clinton,1997 In a wide ranging study based on legal history political theory and philosophical ideas going all the way back to Plato and Roman law Robert Clinton challenges current faith in an activist judiciary Claiming that a human centered Constitution leads to government by reductive moral theory and illegitimate judicial review he advocates a return to traditional jurisprudence and a God centered

Constitution grounded in English common law and its precedents

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Instruction (EDI) was developed by John Hollingsworth and Dr Silvia Ybarra in the early 2000s. It is based on educational theory ... Explicit instruction myths and strategies - FUSE Feb 26, 2021 — John is an advocate for explicit teaching. John provides strategies for leaders at a whole school level irrespective of student age or stage ... John Fleming Explicit Teaching Warm Ups Oct 7, 2022 — A proven method for better teaching, better learning, and better test scores! This teacher-friendly book presents a step-by-step approach for. 26 Explicit teaching john fleming ideas - Pinterest The I Do WE Do YOU Do Model Explained - Evidence-Based Teaching · Instructional Strategies · Learning Strategies ; Teaching Methods: John Fleming - explicit ... The Five Secrets to Teaching Great Writing John Fleming (2014, 2015) says that 'for any learning activity to be effective it has to be taught step by step'. Using explicit instruction techniques in the ... "Teaching Methods: John Fleming - explicit instruction myths ... by D Meloney · 2015 · Cited by 2 — Want to use explicit instruction in the classroom but aren't sure how to approach it? Teacher asked John Fleming for some tips. FNQ Explicit Teaching Guidelines The FNQ Regional Explicit Teaching Model provides a common starting point. It is recommended that those new to ... John Fleming, FNQ Educational Consultant.