

**INFORMATIVE/EXPLANATORY WRITING RUBRIC**

<b>Writing Feature</b> ↓	<b>Unsuccessful</b> (Score Point 0)	<b>Lacking</b> (Score Point 1)	<b>Limited</b> (Score Point 2)	<b>Approaching</b> (Score Point 3)	<b>Proficient</b> (Score Point 4)	<b>Above Average</b> (Score Point 5)	<b>Exemplary</b> (Score Point 6)
<b>FOCUS</b>	The writing is illegible, written in a language other than English, or there is not enough information to score the response.	The response lacks a clear topic and fails to maintain the topic or idea throughout.	The response includes a clear topic but the writer is unsuccessful in efforts to maintain the topic or idea throughout.	The response includes a clear topic and the writer makes an effort to maintain the topic or idea throughout.	The response includes a clear topic and the topic or central idea is maintained throughout.	The response includes a well-chosen topic and the writer successfully maintains complex idea(s) throughout.	The response includes an advanced, well-chosen topic and the writer successfully maintains complex ideas throughout.
<b>ORGANIZATION</b>	The writing is illegible, written in a language other than English, or there is not enough information to score the response.	The response does not represent an organization of ideas, concepts, and information.	The response reflects an unsuccessful attempt to organize ideas, concepts, and information.	The response generally reflects an organization of ideas, concepts, and information.	The response reflects an organization of complex ideas, concepts, and information, and provides a concluding statement or section that follows from and supports information or explanation.	The response reflects a purposeful organization of complex ideas, concepts, and information, and provides a concluding statement or section that follows from and supports information or explanation.	The response reflects a purposeful organization of complex ideas, concepts, and information that clearly contributes to the reader's understanding of the topic, and provides a concluding statement or section that follows from and supports information or explanation.
<b>DEVELOPMENT</b>	The writing is illegible, written in a language other than English, or there is not enough information to score the response.	The response fails to demonstrate proper development of ideas, concepts, and information and/or does not make the connections and distinctions between them; the response lacks transitions which serve to link ideas and create cohesion.	The response attempts to demonstrate the development of ideas, concepts, and information but rarely raises the important connections and distinctions between them; few transitions are included and/or transitions do not link ideas or create cohesion.	The response generally demonstrates development of ideas, concepts, and information and adequately makes the connections and distinctions between them; some transitions are evident.	The response demonstrates consistent development of complex ideas, concepts, and information and makes clear the important connections and distinctions between them; transitions are appropriate and varied.	The response demonstrates consistent development of complex ideas, concepts, and information so that each new element builds upon that which precedes it; the writer also makes clear the important connections and distinctions between them; transitions are appropriate and varied.	The response clearly demonstrates consistent development of complex ideas, concepts, and information so that each new element builds upon that which precedes it to create a unified whole; the writer also makes clear the important connections and distinctions between them; transitions are appropriate and varied.
<b>SUPPORT</b>	The writing is illegible, written in a language other than English, or there is not enough information to score the response.	The response fails to include relevant and sufficient facts, definitions, concrete details, or other important information and examples.	The response includes a mixture of relevant and irrelevant facts, clear and unclear definitions, some concrete details, or other information and examples which may or may not strengthen the response.	The response generally includes relevant and sufficient facts, definitions, concrete details, or other information and examples.	The response includes relevant and sufficient facts, extended definitions, concrete details, or other information and examples appropriate to the audience's knowledge of the topic.	The response includes well-chosen, relevant and sufficient facts, extended definitions, concrete details, or other information and examples appropriate to the audience's knowledge of the topic.	The response includes well-chosen, the most significant and relevant facts, extended definitions, concrete details, or other information and examples appropriate to the audience's knowledge of the topic.
<b>LANGUAGE</b>	The writing is illegible, written in a language other than English, or there is not enough information to score the response.	The response includes vague and/or confusing language and lacks purposeful vocabulary; a formal style and/or objective tone are not maintained; there are blatant errors in grammar and conventions.	The response lacks precise language and domain-specific vocabulary; a formal style and/or objective tone are not maintained; there are errors in grammar and conventions that may detract from the overall quality of the writing.	The response includes some precise language and domain-specific vocabulary; formal style and objective tone are maintained; the writing generally attends to norms and conventions.	The response includes precise language and domain-specific vocabulary to manage the complexity of the topic; formal style and objective tone are maintained; the writing attends to the norms and conventions of the discipline.	The response includes precise language and techniques such as metaphor and simile as well as domain-specific vocabulary to manage the complexity of the topic; formal style and objective tone are maintained; the writing attends to the norms and conventions of the discipline.	The response includes precise language and techniques such as metaphor, simile, and effective analogy as well as domain-specific vocabulary to manage the complexity of the topic; formal style and objective tone are maintained; the writing attends to the norms and conventions of the discipline.

# Common Core Writing Scoring Guide

**Tracey K. Shiel**



## **Common Core Writing Scoring Guide:**

**What Principals Need to Know About Teaching and Learning Writing** Ruth Culham, 2009-09-01 Discover practical strategies for supporting and assessing writing instruction in all content areas while equipping teachers with instructional practices that emphasize this critical skill which students need to adapt to the demands of the CCSS and thrive in the 21st century This guide offers the pedagogical expertise every administrator needs to serve as an effective leader *Stronger Writing Skills for Teens* Gregory Berry, 2018-08-16 Stronger Writing Skills for Teens offers middle and high school teachers strategies techniques and materials for teaching adolescent writing in a variety of modes A practical and useful resource for classroom teachers the book focuses on quality writing instruction within the modes of writing as defined by Common Core State Standards Examples of student work are included to illustrate effectively designed assignments and strategies for writing and revising It includes methods for teaching vocabulary and academic language to help students improve word choice and use of language in their writing Tools for assessing and grading student writing are also included as well as suggestions and resources for effectively using writing rubrics and scoring guides Narrative expository explanatory argument and research writing are discussed with specific strategies suggested materials and ways to approach the modes Teachers will also find suggestions for helping students learn to incorporate multimodal text into their writing and successfully write in digital contexts as well as methods for helping students master timed and on demand writing

*Elements of Grading* Douglas Reeves, 2015-10-27 Formative assessment plays an important role in increasing teacher quality and student learning when it is viewed as a process rather than a tool Emphasizing the instructional side of formative assessment this book explores in depth the use of classroom questioning learning intentions and success criteria feedback collaborative and cooperative learning and self regulated learning to engineer effective learning environments for students

Designing and Using Performance Tasks Tracey K. Shiel, 2016-09-14 Stretch student thinking with performance based tasks With the continual increase of high stakes assessments also comes the surge of professional development on designing performance based tasks Providing step by step insights this book shows you how to incorporate performance tasks as a tool to teach monitor and extend student learning If you're ready to stretch your students thinking grab a copy of this how to guide to help you Make instructional decisions based on student performance of learning tasks Incorporate learning progressions as an integral part of planning performance tasks Close the knowing doing gap by focusing on considerations for successful implementation *Coping with Standards, Tests, and Accountability* Allan A. Glatthorn, Jean Fontana, 2000 This book presents the views of teachers teacher educators and administrators who write about accountability testing and standards programs The chapters are 1 From Policy to Practice The Research Allan A Glatthorn 2 New York's Test Driven Standards Jean Fontana 3 Voices from a Native American Classroom in Nebraska Katherine Bauer Sanders 4 Educational Reform in Texas Kathy Hogan 5 California The Golden State Carol Jago 6 Developing Rigorous Standards in Massachusetts

James Kelleher 7 Vermont's Standards and the Teacher Adventure Patricia McGonegal 8 Politics Pedagogy and Professional Development in Michigan Laura Schiller 9 Observations of a Novice Teacher in North Carolina John Walsh 10 In Colorado People Should Ask Not What Standards Can Do for Them But What They Can Do for Standards Rob Weil 11 Teachers Perspectives A Colleague's Commentary Jean Fontana and 12 Standards Tests and Accountability What They Mean for the Classroom Teacher Allan Glatthorn SLD A Guide to Assessment Instruments for Limited English Speaking Students Barbara P. Pletcher, 1978 **A Guide to Observation, Participation, and Reflection in the Classroom** Arthea J. S. Reed, Verna E. Bergemann, 2005 This guide provides you with a practical resource for school based observations teaching experiences and reflection that not only will bridge the gap between the world of the student and the world of the teacher but also will help you connect the world of theory with the world of practice Includes completed and sequential sample forms of anecdotal and structured observations and template forms at the back of the text and on the CD ROM This edition covers the No Child Left Behind legislation discussion of the INTASC core standards and principles and their integration into the sample forms Expanded guidance on portfolio development including new sections on how to start a portfolio and expanded coverage of inclusion and resources for observing diversity in the classroom **Writer's Workshop for the Common Core** Warren Combs, 2014-01-09 Writing instruction expert Warren Combs presents a step by step plan for teaching writing workshops that are aligned to the Common Core State Standards The book is filled with practical mini lessons strategies and tools for every stage of the writing process from prewriting through publication Scripting is provided to show teachers how to model each strategy for students In addition Dr Combs shows how teachers can use the following elements The concepts Voice Pictures and Flow to help students understand the essential elements of writing The words Invite Model Write Look and Learn to model effective writing for students and have them learn from your example Revision strategies such as Jot and Blend Combining Sentences Writing Leads and Writing Closes Peer revision using Peer Assisted Learning Systems PALS Student self assessment rubrics The book also includes scoring guides and pacing guides to help teachers implement writing workshops more easily As Dr Combs demonstrates you can give workshops more structure while still making writing come alive for your students Writing Portfolios in the Classroom Robert C. Calfee, Pamela Perfumo, 1996 First Published in 1996 Routledge is an imprint of Taylor Francis an informa company *Practical Ideas for Teaching Writing as a Process at the Elementary School and Middle School Levels* Carol Booth Olson, 1996 *Committee Meeting of Joint Committee on the Public Schools* New Jersey. Legislature. Joint Committee on the Public Schools, 2016 **Resources in Education**, 1996 **Making Standards Matter**, 1996 **Measured Words** Bernard Spolsky, 1995 This study deals with the historical sociological economic and political aspects of language testing in the 20th century It examines the quest for objectivity and the rise of public and institutional tests as well as future developments in the field of English language testing **Common Core Literacy Lesson Plans** Lauren Davis, 2014-05-22 Schools nationwide are transitioning to the Common Core our advice

to you Be prepared but don't go it alone Our new book Common Core Literacy Lesson Plans Ready to Use Resources 9-12 shows you that teaching the Common Core State Standards in high school doesn't have to be intimidating This easy to use guide meets the particular needs of high school teachers It provides model lesson plans for teaching the standards in reading writing speaking listening and language Get engaging lesson plans that are grade appropriate for teens easy to implement and include ready to use reproducible handouts assessments resources and ideas to help you modify the lesson for both struggling and advanced learners Our Common Core Literacy Lesson Plans are equally effective for both English and content area teachers the plans are designed to fit seamlessly into your high school curriculum You get practical tips for revamping your existing lessons to meet the standards High school students learn how to answer text based questions read informational texts conduct research write arguments and improve their speaking and listening skills We take the guesswork out of Common Core lesson plans with this practical easy to use guide All lesson plans are grade appropriate but every lesson plan includes Common Core State Standards covered in the lesson Overview of objectives and focus of the lesson Background knowledge required and time required A detailed step by step agenda for the lesson plus a materials list Differentiation ideas to adapt the lesson for different kinds of learners Assessment ideas including rubrics and scoring guides A place for your notes what worked what can improve Bonus We show you how to extend the lessons into longer units to suit your particular grade's curriculum and even help you create more of your own lessons Official Florida Statutes Florida, 2013 **Reprise**

**1991 Peter T. Ewell, 1991 THE EFFECTS OF ASSESSMENT ON UNDERGRADUATE EDUCATION      **The Complete Writing Guide to NIH Behavioral Science Grants**** Lawrence M. Scheier, William L. Dewey, 2008 The Complete Writing Guide implements the very latest technical information on NIH grants submission covers the most competitive awards and reviews key strategies for writing successful NIH grants in the behavioral sciences The book provides a step by step guide and can help even the most seasoned grant writer achieve a higher level of proficiency writing and submitting federal grants

*The Portfolio Project* Terry Underwood, 1999 This book is a study in research based narrative form of one middle school's implementation of a new portfolio assessment plan in response to statewide policy changes in California The book highlights the interactions of state district and local forces as teachers work to implement a portfolio assessment plan that collects student work and evaluates it systematically It examines a portfolio assessment project that views student work through three progressive lenses warm value free cool analytical and hard critical The plot of the book traverses a 15 year period in California during which assessment drove instruction across the state often in unexamined and contradictory ways always in powerful ways The book traces the ebb and flow of a variety of assessment philosophies located in living rooms classrooms principals' offices district headquarters and in downtown Sacramento the state capital a variety of philosophies coming and going that left behind fixed predictable histories of conflict in classrooms Its story appears to have parallels in the recent history of schools all over the United States Chapters in the book are 1 Washers Dryers and School Reformers 2 The Portfolio

Assessment System as an Innovation at Charles Ruff 3 Portfolios in Review 4 The Seeds of Change in California 1983 1994 5 Ruff Unified School District 6 Inside the Middle School 7 Ruff Instruction 8 Ruff Students and Their Portfolios and 9 Conclusions and Implications Contains an Epilogue an Appendix giving the research method and an extensive list of works cited NKA     The Allyn and Bacon Guide to Writing John D. Ramage, John C. Bean, 2000 The Allyn Bacon Guide to Writing Brief Edition is a paperback volume that contains all of the content of The Allyn Bacon Guide to Writing with the exception of Part Six A Guide to Editing The most successful college rhetoric published in over a decade The Allyn Bacon Guide to Writing offers the most progressive and teachable introduction now available to academic and personal writing The guide offers engaging instruction in rhetoric and composition a flexible sequence of comprehensive writing assignments numerous examples of student and professional writing and thorough guides to research and editing Solidly grounded in current theory and research yet eminently practical and teachable The Allyn Bacon Guide to Writing has set the new standard for freshman composition courses in writing reading and critical thinking and inquiry Part One A Rhetoric for College Writers provides a conceptual framework for The Allyn Bacon Guide to Writing by showing how inquiring writers pose problems pursue them through discussion and exploratory writing and solve them as they compose and revise chapters arranged according to the purposes for writing Each chapter guides students through the process of generating and exploring ideas composing and drafting and revising and editing Concluding each chapter are Guidelines for Peer Reviewers which sum up the important features in the assignments and facilitate detailed helpful peer reviews Part Three A Guide to Composing and Revising comprises four self contained chapters of nuts and bolts strategies for composing and revising A Guide to Research Part Four helps students learn to conduct research and incorporate sources into their own writing and includes a state of the art chapter on electronic writing and research Part Five A Guide to Special Writing Occasions gives students helpful advice on writing reflective self evaluations and on writing essay exams

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