

CHARACTER CHANGE WRITING RUBRIC

NAME _____

DATE _____

CATEGORY	4	3	2	1
Lead/ Hook	There is a strong lead/hook that grabs the reader's attention towards the writer's topic that remains both general to most topics.	There is a lead/hook that grabs the reader's attention towards the writer's topic, but it's either too general or too specific.	There is an attempt at a lead/hook, but it does not grab the reader's attention.	There is no lead/hook. The writer gets right to the thesis statement.
Thesis Statement	The thesis statement clearly lets readers know that the main character experiences a change throughout the novel and lets them adjust on to describe the character changes that will later be developed in the body paragraphs, and did not include any supporting details yet.	The thesis statement clearly lets readers know that the main character experiences a change throughout the novel and lets them adjust on to describe the character changes that will be developed in the three body paragraphs, but included some supporting details.	The thesis statement either lets readers know that the main character experiences a change throughout the novel or lets them adjust on to describe the character changes that will later be developed in the three body paragraphs, but does not include both.	There is no thesis statement letting the readers know that the main character experiences a change throughout the novel or there adjust on to describe the character changes that will later be developed in the body paragraphs.
Evidence	There are three reasons, one per body paragraph, to support the claim/thesis statement. The three reasons were related and did not overlap and say the same thing. The writer included supporting details such as quotations to convince the reader of each character changes.	There are three reasons, one per body paragraph, to support the claim/thesis statement. The three reasons were related, but overlapped and were making similar points. The writer attempted to include some supporting details such as quotations. However, it was not strong enough to convince the reader of each character changes or there were not too much supporting details and not enough of the writer's own thoughts.	There are three reasons (or less) to support the claim/thesis statement, but they are mixed in throughout the three body paragraphs, vague, unrelated, and/or making the same points. The writer attempted to include some evidence such as quotations, but it was inaccurate and/or unrelated and did not convince the reader of each character changes.	There are three reasons (or less) to support the writer's opinion, but they are vague, unrelated, and making the same points. The writer did not attempt to include any evidence.
Craft/ Word Choice	The writer made purposeful word choice by using grade-level vocabulary and transition phrases to have an effect on readers throughout the entire essay and all were used correctly.	The writer attempted to make purposeful word choices using grade-level vocabulary and transition phrases to have an effect on readers throughout most of the essay and/or some were used incorrectly.	The writer attempted to make purposeful word choices using grade-level vocabulary and/or transition phrases to have an effect on readers, but not throughout most of the essay and/or some were used incorrectly.	The writer did not attempt to make purposeful word choices using grade-level vocabulary and/or transition phrases to have an effect on readers throughout any of the essay.
Ending	There is a strong conclusion that leaves the reader understanding that the main character changed throughout the novel, restates the three adjectives to describe the character changes, did not introduce new details, and provided a final statement about character change.	There is a conclusion that leaves the reader understanding that the main character changed throughout the novel and did not introduce new details. The writer stated the three adjectives to describe the character changes in the same way as the introduction and/or did not attempt to provide a final statement about character change.	There is a conclusion that attempts to leave the reader understanding that the main character changed throughout the novel, but it is missing either the three related adjectives to describe the character changes, introduced new details, and/or did not attempt to provide a final statement about character change.	There is no conclusion that attempted to leave the reader understanding that the main character changed throughout the novel, restated adjectives to describe the character changes, and/or final statement about character change.
Capitalization & Punctuation	The writer makes no errors in capitalization or punctuation that distract the reader from the content.	The writer makes one-two errors in capitalization or punctuation that may distract the reader from the content.	The writer makes a three-four errors in capitalization and/or punctuation that distract the reader from the content and may interrupt the flow.	The writer makes more than four errors in capitalization and/or punctuation that distract the reader from the content and interrupt the flow.
Grammar & Spelling	The writer makes no errors in grammar or spelling that distract the reader from the content.	The writer makes one-two errors in grammar or spelling that may distract the reader from the content.	The writer makes three-four errors in grammar or spelling that distract the reader from the content and may interrupt the flow.	The writer makes more than four errors in grammar or spelling that distract the reader from the content and interrupt the flow.
STRENGTHS:	NEXT STEPS:			GRADE:

Character Development Essay Rubric

Katrin Zwirglmaier



Character Development Essay Rubric:

40 Rubrics & Checklists Adele Fiderer,1999 Help students achieve their best with expert forms of measuring reading and listening comprehension story character analysis personal experience essays and more Illustrations throughout **How Do I Get Them to Write?** Karen Filewych,2017-05-15 This remarkable book shows teachers how to inspire students to learn to write and write to learn Committed to the premise that all students can learn to write with appropriate teaching modelling and practice it argues that reading and writing go hand in hand Through reading writing and the inevitable discussions that follow students learn from the experiences of others open their minds to many possibilities gain a glimpse into new worlds make connections to their lives and reflect on their own choices and learning This practical book shows you how to use freewriting and powerful mentor texts to create classrooms where students enjoy putting pencil to paper and taking the necessary risks to grow and flourish as writers *Writing Instruction That Works* Arthur N. Applebee,Judith A. Langer,2015-04-25 Backed by solid research Writing Instruction That Works answers the following question What is writing instruction today and what can it be tomorrow This up to date comprehensive book identifies areas of concern for the ways that writing is being taught in todays secondary schools The authors offer far reaching direction for improving writing instruction that assist both student literacy and subject learning They provide many examples of successful writing practices in each of the four core academic subjects English mathematics science and social studies history along with guidance for meeting the Common Core standards The text also includes sections on Technology and the Teaching of Writing and English Language Learners *Standards-based Activities with Scoring Rubrics: Performance-based portfolios* ,2002 **English Language Arts, Grade 12 Module 1** PCG Education,2015-11-05 Paths to College and Career Jossey Bass and PCG Education are proud to bring the Paths to College and Career English Language Arts ELA curriculum and professional development resources for grades 6 12 to educators across the country Originally developed for EngageNY and written with a focus on the shifts in instructional practice and student experiences the standards require Paths to College and Career includes daily lesson plans guiding questions recommended texts scaffolding strategies and other classroom resources Paths to College and Career is a concrete and practical ELA instructional program that engages students with compelling and complex texts At each grade level Paths to College and Career delivers a yearlong curriculum that develops all students ability to read closely and engage in text based discussions build evidence based claims and arguments conduct research and write from sources and expand their academic vocabulary Paths to College and Career s instructional resources address the needs of all learners including students with disabilities English language learners and gifted and talented students This enhanced curriculum provides teachers with freshly designed Teacher Guides that make the curriculum more accessible and flexible a Teacher Resource Book for each module that includes all of the materials educators need to manage instruction and Student Journals that give students learning tools for each module and a single place to organize and document their

learning As the creators of the Paths ELA curriculum for grades 6 12 PCG Education provides a professional learning program that ensures the success of the curriculum The program includes Nationally recognized professional development from an organization that has been immersed in the new standards since their inception Blended learning experiences for teachers and leaders that enrich and extend the learning A train the trainer program that builds capacity and provides resources and individual support for embedded leaders and coaches Paths offers schools and districts a unique approach to ensuring college and career readiness for all students providing state of the art curriculum and state of the art implementation

Educational Psychology Robert E. Slavin,1997 This edition continues to have in depth practical coverage with a focus on the intentional teacher It presents up to the minute research that a reflective intentional teacher can apply The eighth edition of this popular text from renowned educational psychologist Robert Slavin translates theory into practices that teachers can use in their classrooms and focuses on the concept of intentionality An intentional teacher according to Slavin is one who constantly reflects on his or her practice and makes instructional decisions based on a clear conception of how these practices affect students To help readers become intentional teachers the author models best practices through classroom examples and offers questions to guide the reader Book jacket

Teaching Narrative Writing Lola M. Schaefer,2001 Students can write organized compelling fiction and nonfiction narrative when they have the right tools The engaging writing lessons and student reproducibles in this book give kids the scaffolding they need to keep their stories on track Includes creative planning forms charts and maps revision checklists peer conference guidelines rubrics and more Lessons by a master teacher and writer include posing main dramatic questions identifying story ingredients and writing in the content areas For use with Grades 4 8

Writing to Learn, Responding to Learn Melissa C. Liebold,2008

Performance Literacy Through Storytelling Nile Stanley,Brett Dillingham,2009 Make storytelling a part of your daily curriculum This practical guide from Nile Stanley and Brett Dillingham shows busy K8 teachers how to use storytelling to motivate and engage all readers and writers while supporting the standards Mini lessons at beginning intermediate and advanced levels help teachers weave storytelling into the fabric of today s standards based classroom and construct their own skillful literacy lessons Reluctant and striving readers and writers English language learners and even more advanced storytellers will love the confidence they gain as they move from developing to delivering a variety of stories for a variety of audiences Teachers will love the many benefits of performance literacy or teaching children how to write and perform stories Develop literacy skillslanguage vocabulary comprehension writing process speaking and listeningalong with performance skills and self expression Easily integrate learning across the content areas Deepen the connection between home school and community Promote students creativity and activate their prior knowledge Encourage respect and self improvement as students learn to critique each other s stories and performances in a non threatening manner Developing Literacy Through Storytelling comes complete with a story index curriculum tie ins digital storytelling tips and information for using the

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The High School Theatre Teacher's Survival Guide Raina S. Ames,2013-10-08 A reference for high school theatre teachers covering both curricular and extracurricular problems everything from how to craft a syllabus for a theatre class to what to say to parents about a student s participation in a school play *AMERICAN EDUCATIONAL RESEARCH JOURNAL: Volume 31, Number 2 - Summer 1994* ,1994 **Independent Reading Inside the Box, 2nd Edition** Lisa Donohue,2015

This thoughtful guide illustrates how students can use a single sheet of paper to track their comprehension and thinking as they read independently **Elements of Literature** Holt Rinehart & Winston,Holt, Rinehart and Winston Staff,2003-11

Using Moral Maxims to Promote Character Development in Sixth-grade Students Matthew Leo Davidson,2000

Holt Leveled Library, Second Course Harcourt School Publishers,2005 **Prentice Hall Choices in Literature** ,1997 The Prentice Hall Choices in Literature is a balanced integrated approach to language arts Using literature as a base the program develops students capacities to read write speak and listen and helps them to connect literature to other content areas At the same time it fosters habits of critical thinking aesthetic appreciation and cooperative interaction Page T13

The Journal of At-risk Issues ,2006 **Teaching Character Analysis** Jessica A. Jaeger,2009 Research Questions In what ways will focusing on writing strong assertions about characters using trait words and supporting those assertions with evidence from the text influence students ability to write a character analysis essay 1 To what extent will having students generate a class based list of character trait words engage students in their character analysis writing 2 How will the process of modeling by collaboratively writing a character analysis essay with students in class influence their writing character analysis essays Research Activities Context This research took place in an eighth grade English classroom in an agricultural community in northern California The class was comprised of 21 female students and 10 male students of various ability levels Eight focus students 5 female and 3 male were selected One of the male students was an EL student and one of the female students was RFEP Students were chosen from the Advanced to Basic range as determined by the California STAR test Methods and Data The intervention had two focuses developing precise trait vocabulary and developing strong assertions and support for use in a character analysis essay The entire intervention lasted approximately two months Throughout the intervention numerous activities were implemented to teach students trait vocabulary and effective ways to support a thesis statement These activities included generating a class based list of character traits supporting assertions with specific textual evidence engaging in a debate based on assertions and evidence creating a rubric for a character analysis essay discussing a teacher modeled essay and writing three separate character analysis essays Pre and post intervention achievement data consisted of students essay responses to a character analysis prompt in a timed 50 minute

period Essays were analyzed for exactness and accuracy of trait words present in the writing and a well developed and supported thesis statement Students were also given self assessment surveys for pre and post intervention attitude data Observation data were gathered during and after intervention activities in a teacher research journal Results The results of the intervention showed significant student improvement Between the baseline and outcome achievement data sets the scores for thesis and support shifted markedly from Below Basic and Basic to Proficient and Advanced On the baseline data only fourteen students 46% in the target class scored Proficient or Advanced but on the outcome data twenty six students 84% scored in this range Fourteen of those twenty six 54% scored Advanced meaning that over half of the target class wrote essays containing well developed thesis statements that were supported by several textual references From baseline to outcome data the scores for students use of trait vocabulary also showed improvement On the baseline data no students scored Advanced and only five scored Proficient in the vocabulary category The rest of the students scored Basic or Below Basic On the outcome data however no students scored Basic or Below Basic instead scoring Proficient 9 students 29% and Advanced 22 students 71% The significant majority of the class scored Advanced meaning they used appropriate vocabulary and described the character they were analyzing through exact and accurate trait words Students indication of understanding both character analysis and thesis assertions and support also increased significantly from the baseline to outcome attitude data as well as student confidence levels for writing a character analysis essay For baseline data only 27% of students reported they were confident and no students reported very confident for outcome data 40% of students reported confident and an additional 24% reported very confident Findings indicate that focused instruction that sequences work on skills over time should be used to improve the use of precise character trait vocabulary and the ability to support strong assertions in character analysis essays

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