

Name: _____

Strong Draft	4	3	2	1	0
Topic Sentence	Topic sentence is included that introduces reader to paragraph & engages reader	Topic sentence is included that introduces reader to paragraph	Topic sentence is included but does not clearly introduce reader to ideas in paragraph	Topic sentence is included but does not clearly introduce reader to ideas in paragraph or is incomplete	Topic sentence is not included
Details	3 detail sentences are included and relate to topic sentence	2 detail sentences are included and relate to topic sentence	3 detail sentences are included and but one or more sentences does not relate to the topic	2 detail sentences are included and but one or more sentences does not relate to the topic	1 detail sentence is included and but it may or may not relate to the topic
Uses transition words	4 different transition words are used correctly	3 different transition words are used	2 different transition words are used	1 transition words are used	0 transition words are used
Closing Sentence	Paragraph contains a closing sentence that sums up ideas for the reader & is interesting	Paragraph contains a closing sentence that sums up the ideas for the reader	Paragraph contains a closing sentence	Paragraph contains an incomplete sentence	Paragraph does not contain a closing sentence
Total					

Points	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1
%	100	94	89	86	83	80	77	74	71	68	65	62	59	56	53	50	47	44

Comments:

Elementary Rough Draft Rubric

**Claudia A. Gentile, John H.
Kennedy, James Martin-Rehrmann**

Elementary Rough Draft Rubric:

ITI Classroom Rubric Karen D. Olsen, Susan Kovalik, 1998 **Teaching and Learning in the Elementary School** Judy Reinhartz, Don M. Beach, 1997 This comprehensive realistic view of teaching and curriculum development in the contemporary elementary school uses an interactive reflective and research based approach supported with numerous practical explanations examples and illustrations Written in easy to understand language it 1 covers the historical philosophical social and psychological background of teaching and curriculum development 2 outlines the steps and strategies for planning implementing and assessing the curriculum and for teaching throughout construction of traditional or thematic teaching units and 3 offers an overview of the various subject areas taught in the elementary school concepts goals resources and tools Practicing elementary school teachers *Teaching Writing With Rubrics* Laura A. Flynn, Ellen M. Flynn, 2004-03-29 What a gift I used your book from the first day Using your guidelines I am now developing my own units and rubrics Rebecca Kennerly Student Resident Teacher Program University of New Mexico Take the guesswork out of writing instruction and assessment The step by step instructions scheduling guidelines lesson plans rubric assessments and reproducible forms in this guide are the result of years of research planning and fine tuning in the classroom Inspiring student creativity while addressing standards and meeting the needs of every student has never been so easy Special features include Step by step instructions on how to set up a classroom writing program Eleven comprehensive classroom tested lesson plans Methods for adapting rubrics for high school students gifted students English Language Learners and students with learning disabilities Strategies for evaluating every step of the writing process from pre writing to final draft How to incorporate Six Trait Writing Discover the excellent writing your students can produce when provided with a rubric and challenged to do their best Once you have used the strategies and materials in this guide you may wonder how you ever got along without them **Practical Ideas for Teaching Writing as a Process at the Elementary School and Middle School Levels** Carol Booth Olson, 1996 *Worksheets Don't Grow Dendrites* Marcia L. Tate, 2015-10-30 Get Novelty Back Into The Classroom To Get Knowledge Into Students Brains In this thoroughly updated third edition of Marcia Tate s bestseller you ll learn about twenty definitive brain compatible techniques to maximize retention and minimize forgetting in learners of all ages Tate s techniques are drawn from the latest neuroscientific research and learning style theory and are described step by step for immediate application in your classroom Learn how to Incorporate interactive fun to your existing lessons including field trips games humor and even music and rap Use graphic organizers and word webs to solidify lessons visually Facilitate innovative methods of project based learning **Designing Rubrics for K-6 Classroom Assessment** Debbie Rickards, Earl H. Cheek, 1999 The role of rubrics in assessing student progress is explained Information and examples on how to develop rubrics to fit your needs are also provided **Performance Standards: Elementary school** New Standards (Organization), 1997 **Transformations** Jane Rasp McGeehan, 1998-05-01 *Teaching in Elementary and*

Secondary Classrooms Johanna Kasin Lemlech,2004 Building a community in the classroom is a way for teachers and students to be freer to learn and to explore ideas This book is written for novice teachers be they student teachers beginning teachers or interns I have learned that when students of all ages work together in democratic classroom communities and are supported by teacher and administrative efforts the classrooms become exciting environments with students and teachers more engaged in meaningful activities *Learning to Write in Urban Elementary and Middle Schools* Lindsay Clare,2000

Engaging the Brain Marcia L. Tate,2024-08-26 Create unforgettable learning experiences for your students What can you do when students would rather socialize than pay attention to your lesson When students appear to lack motivation how do teachers ensure that learning sticks How can you best respond to learning loss caused by the pandemic In this new edition of Marcia Tate s wildly bestselling *Worksheets Don t Grow Dendrites* 20 field tested brain compatible instructional strategies designed to maximize memory are supported by new classroom applications and research In each chapter devoted to an individual strategy you ll discover The latest research on how the brain benefits when the strategy is used How the strategy engages all students and addresses common behavior problems Sample classroom activities for various grade levels that teachers can implement immediately Action plans for incorporating each strategy to accelerate learning When students actively engage in learning they stand a much better chance of retaining what we want them to know As students face setbacks and learning gaps it s imperative that we quickly bridge these divides by teaching them in the way their brains learn best *Guide and Criteria for Program Quality Review, Elementary* ,1993 **Readings for Teaching Science in**

Elementary and Middle Schools Rezba,Richard J. Rezba,1996 *Artworks for Elementary Teachers* Donald W. Herberholz,Barbara J. Herberholz,2002 **Learning on Display** Linda D'Acquisto,2006-05-15 Provides educators with information on how to plan creative museum projects that target content standards and develop students understanding of required subject matter *Educating Young Children from Preschool Through Primary Grades* Laverne Warner,Judith Sower,2005 Catering to the first time teacher the authors provide day to day challenges of what it means to teach young children in the classroom while fostering a mentoring environment for pre service teachers entering the field Chapter 4 addresses children with special needs and commonly used modifications for each of the disabilities A unique chapter on teaching fourth graders chapter 10 has been included that may be covered or skipped depending upon state requirements Lesson planning is emphasized throughout and sample lesson plans and mini lessons have been included for every grade level and subject area **Elementary Social Studies** June R. Chapin,2009 *Elementary Social Studies A Practical Guide* 7 e is designed to focus on central concerns in teaching social studies in a standards based environment This is a brief text which enables teachers to successfully implement a social studies curriculum with concepts strategies and values relevant to elementary and middle grades **Longitudinal Academic Growth and the Kindergarten Schedule** Gayle Shovein Walkowiak,2007 **Educating Exceptional Children 06/07** Karen L. Freiberg,2006-03 This Eighteenth Edition of

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Windows Into the Classroom Claudia A. Gentile, John H. Kennedy, James Martin-Rehrmann, 1995 Based on a survey conducted in 1992 by the National Assessment of Educational Progress NAEP a study examined the types of writing students performed in school the quality of their classroom writing and the relationship between their classroom writing and their performance on the NAEP writing assessment A nationally representative subgroup of more than 3 000 fourth and eighth graders who participated in the 1992 NAEP writing assessment submitted three pieces of writing that represented their best writing efforts and reflected different kinds of writing narrative informative persuasive Students were asked to give special preference to pieces developed using writing process strategies such as pre writing activities consulting with others about writing and revising successive drafts Teachers completed a brief questionnaire and students wrote a letter explaining their selections Each student portfolio underwent a 3 part analysis Major findings included 1 most students submitted narrative and or informative writing 2 at fourth grade most of the informative papers were brief and undeveloped 3 most of the fourth grade informative writing was at a basic level 4 the majority of papers showed evidence that their writers had employed process strategies 5 students who spent more time on writing performed better on their portfolio writing and 6 generally the correlation between assessment and portfolio ratings was low for narrative and informative writing for both grades Contains 32 tables and 9 figures of data A summary of state writing assessment programs a 100 item annotated bibliography a procedural appendix administration materials and examples of students writing are attached RS

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Table of Contents Elementary Rough Draft Rubric

1. Understanding the eBook Elementary Rough Draft Rubric
 - The Rise of Digital Reading Elementary Rough Draft Rubric
 - Advantages of eBooks Over Traditional Books
2. Identifying Elementary Rough Draft Rubric
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Elementary Rough Draft Rubric
 - User-Friendly Interface
4. Exploring eBook Recommendations from Elementary Rough Draft Rubric
 - Personalized Recommendations
 - Elementary Rough Draft Rubric User Reviews and Ratings
 - Elementary Rough Draft Rubric and Bestseller Lists
5. Accessing Elementary Rough Draft Rubric Free and Paid eBooks
 - Elementary Rough Draft Rubric Public Domain eBooks
 - Elementary Rough Draft Rubric eBook Subscription Services
 - Elementary Rough Draft Rubric Budget-Friendly Options
6. Navigating Elementary Rough Draft Rubric eBook Formats
 - ePub, PDF, MOBI, and More
 - Elementary Rough Draft Rubric Compatibility with Devices
 - Elementary Rough Draft Rubric Enhanced eBook Features
7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Elementary Rough Draft Rubric
 - Highlighting and Note-Taking Elementary Rough Draft Rubric
 - Interactive Elements Elementary Rough Draft Rubric
8. Staying Engaged with Elementary Rough Draft Rubric

- Joining Online Reading Communities
- Participating in Virtual Book Clubs
- Following Authors and Publishers Elementary Rough Draft Rubric
- 9. Balancing eBooks and Physical Books Elementary Rough Draft Rubric
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Elementary Rough Draft Rubric
- 10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
- 11. Cultivating a Reading Routine Elementary Rough Draft Rubric
 - Setting Reading Goals Elementary Rough Draft Rubric
 - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of Elementary Rough Draft Rubric
 - Fact-Checking eBook Content of Elementary Rough Draft Rubric
 - Distinguishing Credible Sources
- 13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development
 - Exploring Educational eBooks
- 14. Embracing eBook Trends
 - Integration of Multimedia Elements
 - Interactive and Gamified eBooks

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