

## Prospect Mountain High School Writing Rubric

Essential Elements	1	2	3	4	5
<b>Development of Topic &amp; Details</b>	<ul style="list-style-type: none"> <li>*No thesis, undeveloped or vague thesis, theme or topic</li> <li>*Few or no relevant details</li> </ul>	<ul style="list-style-type: none"> <li>*Inconsistent or basic development of thesis, theme, or topic; limited in depth or clarity</li> <li>*Details lack elaboration; important details omitted; some details inaccurate</li> </ul>	<ul style="list-style-type: none"> <li>*Adequate development of thesis, theme, or topic; *Conclusion is more than a summary</li> <li>*Details are adequate, accurate, relevant; some elaboration</li> </ul>	<ul style="list-style-type: none"> <li>*Consistently &amp; fully developed thesis, theme or topic;</li> <li>*Draws a conclusion</li> <li>*Details are specific, enhance development, and are elaborated upon</li> </ul>	<ul style="list-style-type: none"> <li>*Clearly &amp; fully developed, original, insightful thesis, theme, topic &amp; conclusion</li> <li>*Rich supporting details are fully elaborated upon &amp; enhance development</li> </ul>
<b>Information Integration</b>	<ul style="list-style-type: none"> <li>*No evidence of understanding the subject or content</li> <li>*No connection between subject or content and task</li> </ul>	<ul style="list-style-type: none"> <li>*Inaccurate or basic understanding of subject or content</li> <li>*Few connections to subject or content and task</li> </ul>	<ul style="list-style-type: none"> <li>*Adequate understanding of subject or content</li> <li>*Implied connection between subject or content and task</li> </ul>	<ul style="list-style-type: none"> <li>*Clear understanding of subject or content</li> <li>*Clear connections between subject or content and task</li> </ul>	<ul style="list-style-type: none"> <li>*In-depth analysis of subject or content</li> <li>*Insightful connections between subject or content information and task</li> </ul>
<b>Organization &amp; Format</b>	<ul style="list-style-type: none"> <li>*Lacks focus and organization or unclear focus organizational strategy</li> <li>*Format of paper is not consistent with assignment</li> </ul>	<ul style="list-style-type: none"> <li>*Establish but does not maintain focus</li> <li>*Organizational strategy includes some transitions</li> <li>*The paper has major formatting issues</li> </ul>	<ul style="list-style-type: none"> <li>Maintains a clear and appropriate focus</li> <li>Logical progression of ideas with transitions, some inconsistencies</li> <li>*Some of the paper is formatted correctly with minor inconsistencies</li> </ul>	<ul style="list-style-type: none"> <li>*Clear and appropriate focus;</li> <li>*Logical &amp; controlled organization throughout;</li> <li>*Appropriate transitions; not formulaic</li> <li>*A majority of the paper is formatted correctly</li> </ul>	<ul style="list-style-type: none"> <li>*Clear and appropriate focus</li> <li>*Effective use of appropriate transitions</li> <li>*Writer expresses relationships among ideas;</li> <li>*Careful &amp; subtle organization</li> <li>*Entire paper is formatted correctly</li> </ul>
<b>Word Choice, Sentence Variety and Structure</b>	<ul style="list-style-type: none"> <li>*Poor sentence structure; many fragments and/or run-ons</li> <li>*No sentence variety</li> <li>*Limited vocabulary; or consistently inappropriate for purpose</li> </ul>	<ul style="list-style-type: none"> <li>*Complete sentences;</li> <li>*Rudimentary sentence variety</li> <li>*Appropriate vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>*Deliberate sentence variety</li> <li>*Effective vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>*Sentence variety enhances style &amp; effect</li> <li>*Varied and precise word choice</li> </ul>	<ul style="list-style-type: none"> <li>*Complex sentence variety enhances style &amp; effect</li> <li>*Sophisticated language</li> </ul>
<b>Grammar, Usage &amp; Mechanics</b>	<ul style="list-style-type: none"> <li>*Errors in grammar, usage &amp; mechanics make writing unclear; or distract</li> <li>*Few or no citations</li> </ul>	<ul style="list-style-type: none"> <li>*Errors in grammar, usage &amp; mechanics disproportionate to length &amp; complexity of piece</li> <li>*Pattern of major citation errors</li> </ul>	<ul style="list-style-type: none"> <li>*Some errors in grammar, usage &amp; mechanics</li> <li>*Pattern of minor citation errors</li> </ul>	<ul style="list-style-type: none"> <li>*Few errors in grammar, usage &amp; mechanics</li> <li>*Some citation errors</li> </ul>	<ul style="list-style-type: none"> <li>*Mastery of grammar, usage &amp; mechanics</li> <li>*Few or no citation errors</li> </ul>

# High School English Paper Rubric

**L Cohen**



## **High School English Paper Rubric:**

**Rubric Nation** Michelle Tenam-Zemach, Joseph E. Flynn, 2015-04-16 This book critically examines rubrics in teacher education and evaluation exploring their rise strengths weaknesses and impact on education It aims to spur discussion on the phenomenon of rubrics offering critical reflections rather than best practices and expanding the discourse on this ubiquitous evaluation tool

**Using Rubrics for Teaching and Learning** Heidi L. Andrade, Susan M. Brookhart, 2026-03-02 Using Rubrics for Teaching and Learning offers practical evidence based ideas for how rubrics can serve the multifaceted needs of students Research shows that under the right conditions rubrics can promote learning scaffold effective peer and self assessment and even support self regulated learning while also expediting an informative grading process Built on four principles of effective application this accessible book posits that rubrics must be developmentally and pedagogically appropriate illuminate the learning goals enable constructive feedback and produce fair grades Critiques of common shortcomings in rubric design and implementation offer guidance for positive purposeful classroom experiences Pre and in service teachers who read this book will come away with skills in using rubrics to support learning

**A Complete Guide to Rubrics** Audrey M. Quinlan, 2012 This book takes a developmental perspective at the use of scoring rubrics to assess student work Citing developmental characteristics of each age the author presents examples and adaptations of assessment rubrics on a variety of subjects for teachers from kindergarten through adult college After a presentation of foundation information on rubrics separate chapters are devoted to each grade level from primary through adult Written so that each chapter can be addressed independently the book provides additional chapters devoted to assessing technological topics and using rubrics with students with special needs The final chapters provide practical information to help teachers to create their own rubrics and to covert rubric scores to letter grades An updated annotated listing of recommended rubric websites is included

**An English Teacher's Guide to Performance Tasks & Rubrics** Amy Benjamin, 2000 First Published in 2000 Routledge is an imprint of Taylor Francis an informa company

**Rethinking Rubrics in Writing Assessment** Maja Wilson, 2006 The conventional wisdom in English education is that rubrics are the best and easiest tools for assessment But sometimes it s better to be unconventional In Rethinking Rubrics in Writing Assessment Maja Wilson offers a new perspective on rubrics and argues for a better more responsive way to think about assessing writers progress Though you may sense a disconnect between student centered teaching and rubric based assessment you may still use rubrics for convenience or for want of better alternatives Rethinking Rubrics in Writing Assessment gives you the impetus to make a change demonstrating how rubrics can hurt kids and replace professional decision making with an inauthentic pigeonholing that stamps standardization onto a notably nonstandard process With an emphasis on thoughtful planning and teaching Wilson shows you how to reconsider writing assessment so that it aligns more closely with high quality instruction and avoids the potentially damaging effects of rubrics Stop listening to the conventional wisdom and turn instead to a compelling new

voice to find out why rubrics are often replaceable Open Rethinking Rubrics in Writing Assessment and let Maja Wilson start you down the path to more sensitive authentic style of writing assessment [Teaching to Exceed the English Language Arts Common Core State Standards](#) Richard Beach, Amanda Haertling Thein, Allen Webb, 2012-06-25 As the new English Language Arts Common Core State Standards take hold across the United States the need grows for pre service and in service teachers to be ready to develop curriculum and instruction that addresses their requirements This timely thoughtful and comprehensive text directly meets this need It delineates a literacy practices and critical engagement curriculum framework for 6 12 English language arts education that explains and illustrates how the Standards highest and best intentions for student success can be implemented from a critical culturally relevant perspective that is firmly grounded in current literacy learning theory and research The first 6 12 English language arts methods text to be aligned with the Standards this book also addresses their limitations formalist assumptions about literacy learning limited attention to media digital literacies lack of attention to critical literacies and questionable assumptions about linking standards and text complexity to specific grade levels Specific examples of teachers using the literacy practices critical engagement curriculum framework in their classrooms shows how these limitations can be surpassed Features Moves the CCSS framework into a view that literacy is a contextualized social practice Challenges simplistic models that homogenize adolescent learners Adds the important element of critical literacy to English language arts classrooms Provides specific examples of teachers in action implementing these practices Interactive Companion Website with student and instructor resources The Website is designed to foster interactivity through participation in an online teaching planning simulation with a text video or case on one side of the screen and a chat box for instructors and students to share their reactions and planning ideas The Companion Website is linked to a wiki that serves as a repository for links activities units and further reading [Practical Ideas for Teaching Writing as a Process](#) Carol B. Olson, 1996-02 Contains a collection of specific classroom strategies suggestions for teaching writing to elementary school students according to an eight stage process Specific techniques for teaching each stage of the writing process descriptions of proven approaches for using these techniques are also included A wonderful resource a labor of love from a large talented group of educators Had its beginnings in the California Writing Project at the Univ of California Irvine Best Seller Illustrated [Practical Ideas for Teaching Writing as a Process at the High School and College Levels](#) Carol Booth Olson, 1997 The concept of writing as process has revolutionized the way many view composition and this book is organized by the stages of that process Each section begins with a well known author presenting specific techniques followed by commentaries which include testimonials applications of writing techniques and descriptions of strategy modifications all contributed by classroom teachers The book includes the following sections and initial chapters Section 1 The Process Teaching Writing as a Process Catherine D Aoust Section 2 Prewriting Clustering A Prewriting Process Gabriele Lusser Rico Section 3 Prewriting in Different Subjects Prewriting Assignments Across the Curriculum Jim Lee Section 4 Showing Not

Telling A Training Program for Student Writers Rebekah Caplan Section 5 Using Cooperative Learning to Facilitate Writing Using Structures to Promote Cooperative Learning in Writing Jeanne M Stone and Spencer S Kagan Section 6 Writing Developing a Sense of Audience or Who Am I Really Writing This Paper For Mark K Healy Section 7 Teaching Writing in the Culturally and Linguistically Diverse Classroom English Learners and Writing Responding to Linguistic Diversity Robin Scarcella Section 8 Domains of Writing Teaching the Domains of Writing Nancy McHugh Section 9 Writing the Saturation Report Using Fictional Techniques for Nonfiction Writing Ruby Bernstein Section 10 Point of View in Writing A Lesson on Point of View That Works Carol Booth Olson Section 11 Writing the I Search Paper The Reawakening of Curiosity Research Papers as Hunting Stories Ken Macrorie Section 12 Critical Thinking and Writing Reforming Your Teaching for Thinking The Studio Approach Dan Kirby Section 13 Sharing Responding Some Guidelines for Writing Response Groups Peter Elbow Section 14 Reader Responses Dialogue with a Text Robert E Probst Section 15 RAGs for Sharing Responding Using Read Around Groups to Establish Criteria for Good Writing Jenee Gossard Section 16 Rewriting Editing Competence for Performance in Revision Sheridan Blau Section 17 Revising for Correctness Some Basics That Really Do Lead to Correctness Irene Thomas Section 18 Building Vocabularies Word Sprouting A Vocabulary Building Strategy for Remedial Writers Barbara Morton Section 19 Evaluation Holistic Scoring in the Classroom Glenn Patchell and Section 20 Evaluation Techniques Some Techniques for Oral Evaluation Michael O Brien Contains over 100 references EF

**Within and Beyond the Writing Process in the Secondary English Classroom** Reade W. Dornan, Lois Matz Rosen, Marilyn J. Wilson, 2003 Within and Beyond the Writing Process in the Secondary English Classroom combines an up to date balanced and integrated approach to writing instruction focusing on both composition theory and practice

**Teaching Writing in Middle and Secondary Schools** Jim Blasingame, John H. Bushman, 2005 Teaching Writing in Middle and Secondary Schools provides research based and standards based strategies as well as classroom tested activities all in one book Covering the core fundamentals of exemplary practices in the teaching of writing this book demonstrates writing processes and the use of rubrics with authentic samples taken directly from students writing portfolios Readers are also given valuable information on teaching grammar and spelling curriculum planning service learning and community and parental involvement all through the lens of teaching writing

*The Writing-Rich High School Classroom* Jennifer Berne, 2009 This unique resource gives teachers everything they need to set up and manage a successful writing workshop in a high school classroom By creating a classroom centered on writing the workshop approach helps students develop skills and strategies for mastering numerous writing tasks and genres After introducing the workshop s fundamental principles and methods the book explains how to guide students through the entire writing process from planning and drafting to revising giving and receiving feedback editing and publishing their work Guidelines for valid reliable assessment and evaluation of student work are included Enhancing the book s utility are numerous tables figures and How s it done boxes that offer classroom tested tools and tips

**Resources in Education** ,1989     *Virginia English Bulletin* ,1999     **Alice Walker in the Classroom** Carol Jago,2000 A guide to teaching twentieth century African American writer Alice Walker s poetry short stories and novels to high school students includes chapters on Walker s life her novel *The Color Purple* critical responses to her work censorship Walker s works as models for student writing and additional sources on Walker     **Practical Ideas** ,1986     A High-school Dictionary of the English Language Explanatory, Pronouncing, and Synonymous Noah Webster,William Greenleaf Webster,William Adolphus Wheeler,1873     Language Arts Carol Jago,2001 Language Arts Science Visual and Performing Arts Family and Consumer Sciences Foreign Languages     **English Journal** ,2003     **CA Te Am Anthem 2007 Mod** Holt Rinehart & Winston,2007     Indiana English ,1983

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