

# ESL Writing Rubric

| Category   | 10 - Excellent                                                                          | 8-6 - Very good                                                              | 6-5 - Average                                                                  | 4 - Can improve                                                                         | 3-2 - Poor                                                                             | 1 - Very poor                                                                     |
|------------|-----------------------------------------------------------------------------------------|------------------------------------------------------------------------------|--------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
| Vocabulary | Strong word usage with a wide range of new words and expressions; engaging responses    | Good vocabulary and response                                                 | Adequate vocabulary; little to no attempt to vary expressions or use new words | Below average vocabulary; incorrect use of words; difficult to understand               | Incomplete sentences or use of fragments; repetitive or inappropriate vocabulary words | No attempt; irrelevant answer                                                     |
| Grammar    | No grammatical errors                                                                   | Limited syntax errors; minor errors that do not interfere with communication | Frequent errors                                                                | Many errors; errors in <u>basic</u> structure; errors that interfere with communication | Most sentence structures are incorrect                                                 | No attempt at completing the assignment; indecipherable responses                 |
| Content    | Contextualizes subject well; almost error-free; attempts to write like a native speaker | Occasional error; easy to comprehend; generally correct                      | Frequent errors that make the writing lose its meaning;                        | Frequent errors that make the piece difficult to comprehend                             | Many errors; many phrases are not comprehensible; <u>main</u> idea is not communicated | No attempt at completing the assignment; topic does not fit assignment parameters |

# High School English Paper Rubric

**Trace Lahey**



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

*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

### **Using the Workshop Approach in the High School English**

**Classroom** Cynthia D. Urbanski, 2015-08-11 Do you find that preparing for standardized tests interferes with teaching advanced thinking reading and writing skills in a meaningful way Do you want to balance test preparation with more creative activities Success in school and beyond depends on one's ability to read fluently write coherently and think critically This handbook uses the workshop model for exponentially increasing adolescents abilities in these three key areas This practical guide addresses the daily running and practice of a workshop based classroom using research and the author's own experiences to illustrate how to establish a workshop that Fosters lasting learning while reinforcing the skills needed for standardized tests Teaches audience and purpose as a vehicle to style and structure Provides a supportive and lively environment in which students are comfortable enough to take risks and share original ideas Try Urbanski's approach to teaching literacy analysis and mentoring student writers and discover just how rewarding the workshop experience can be

**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

**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      **Scoring Rubrics in the Classroom** Judith Arter, Jay McTighe, 2001  
A practical guide to more effective assessment for improved student learning Learn how to be more consistent in judging student performance and help your students become more effective at assessing their own learning This book offers a practical approach to assessing challenging but necessary performance tasks like creative writing real world research projects and cooperative group activities Judith Arter and Jay McTighe experts in the field of assessment wrote Scoring Rubrics in the Classroom to help you achieve three main goals Clarify the targets of instruction especially for hard to define problem solving Provide valid and reliable assessment of student learning Improve student motivation and achievement by helping students understand the nature of quality for performances and products Each chapter is framed by an essential question and includes illustrative stories practical examples tips and cautions and a summary of key points and recommended resources for further information The resources section contains a wealth of rubrics to adopt or adapt Teachers and administrators will find this an essential resource in increasing teacher effectiveness and student performance

**Master the SAT Writing** Peterson's, 2012-10-30 Peterson's Master the SAT 2013 provides a wealth of test taking strategies and helps students prepare for the SAT with extensive reviews and 9 full length practice tests to help sharpen math writing and critical reading skills In addition Parents Guide to College Admission Testing provides advice for parents on subjects such as what tests your high school student should take how to motivate your child and what role to play in the college admissions process 9 full length practice tests including access to 3 online with detailed answer explanations for each exam question Parents Guide to College Admission Testing provides advice on how parents can motivate their children what tests high school students should take and what role parents should play in the college admissions process Free online access to hundreds of in depth college and university descriptions offering information on degrees student life admission requirements and application information Extensive reviews of all subjects appearing on the SAT including essay writing higher level math and reading comprehension User friendly design with bulleted roadmaps and chapter summaries formulated so that high school students can work through the exercises at their own pace Vocabulary review with exercises and practice test questions included in a FREE copy of Peterson's Ultimate Word Success eBook available online

**Resources in Education**, 2001-10      **Teaching to Exceed the English Language Arts Common Core State Standards** Richard Beach, Allen Webb, Amanda Haertling Thein, 2015-12-07 Timely thoughtful and comprehensive this text directly supports pre service and in service teachers in developing curriculum and instruction that both addresses and exceeds the requirements of the Common Core State Standards Adopting a critical inquiry approach it demonstrates how the Standards highest and best intentions for student success can be implemented from a critical culturally relevant perspective firmly grounded in current literacy learning theory and research It provides specific examples of teachers using the critical inquiry curriculum framework of identifying problems and issues adopting alternative perspectives and entertaining change

in their classrooms to illustrate how the Standards can not only be addressed but also surpassed through engaging instruction The Second Edition provides new material on adopting a critical inquiry approach to enhance student engagement and critical thinking planning instruction to effectively implement the CCSS in the classroom fostering critical response to literary and informational texts using YA literature and literature by authors of color integrating drama activities into literature and speaking listening instruction teaching informational explanatory argumentative and narrative writing working with ELL students to address the language Standards using digital tools and apps to respond to and create digital texts employing formative assessment to provide supportive feedback preparing students for the PARCC and Smarter Balanced assessments using the book's wiki site <http://englishccss.pbworks.com> for further resources

Designing your Teaching Life Trace Lahey, 2019-07-26 Designing your Teaching Life is written for student teachers and their program based mentors This book provides engaging and detailed guidance for making the most out of the student teaching experience and overcoming the stressful situations and challenges that can arise during student teaching in today's fast paced diverse and evidence based classrooms Designing your Teaching Life supports the student teacher to organize his/her experience build positive relationships with mentors and students design high quality plans and instruction and use assessment data to inform teaching and learning Filled with narratives snapshots examples questions templates and advice from program and school based mentors as well as former student teachers the book will support student teachers working in a range of classrooms including physical education In addition advice about the edTPA is woven throughout the chapters to support student teachers preparing for this assessment Reading this book will provide the student teacher the guidance he or she needs to design a rewarding and successful teaching life

**The Best Class You Never Taught** Alexis Wiggins, 2017-09-27 The best classes have a life of their own powered by student led conversations that explore texts ideas and essential questions In these classes the teacher's role shifts from star player to observer and coach as the students Think critically Work collaboratively Participate fully Behave ethically Ask and answer high level questions Support their ideas with evidence and Evaluate and assess their own work The Spider Web Discussion is a simple technique that puts this kind of class within every teacher's reach The name comes from the weblike diagram the observer makes to record interactions as students actively participate in the discussion lead and support one another's learning and build community It's proven to work across all subject areas and with all ages and you only need a little know how a rubric and paper and pencil to get started As students practice Spider Web Discussion they become stronger communicators more empathetic teammates better problem solvers and more independent learners college and career ready skills that serve them well in the classroom and beyond Educator Alexis Wiggins provides a step by step guide for the implementation of Spider Web Discussion covering everything from introducing the technique to creating rubrics for discussion self assessment to the nuts and bolts of charting the conversations and using the data collected for formative assessment She also shares troubleshooting tips ideas for assessment and group grading and

the experiences of real teachers and students who use the technique to develop and share content knowledge in a way that is both revolutionary and truly inspiring      **Master the SAT 2013** Peterson's,2012-10-15 Peterson's Master the SAT 2013 contains 9 full length practice tests including access to 3 computer adaptive tests online all with detailed answer explanations PLUS score raising SAT strategies and study techniques Readers will find easy to follow lessons covering ALL SAT areas critical reading writing and math Peterson's Master the SAT provides students with detailed strategies to help maximize their test scores AND offers hundreds of practice questions to help them prepare for test day      *Systematic Classroom Assessment* Sarah Bonner,Peggy Chen,2019-03-22 Systematic Classroom Assessment promotes a fresh vision of assessment for student learning and achievement Using a framework that positions assessment as both an iterative purposeful cycle of inquiry for teachers as well as a coherent system of activities through which students engage in their own learning this framework for classroom assessment is unique in incorporating self regulated learning motivation and non cognitive processes Key components such as assessment for learning feedback emerging technologies and specific content areas are treated in depth and fundamental principles like reliability validity and fairness are approached from the classroom perspective      *Taking the Lead on Adolescent Literacy* Judith Irvin,2010-02-26 Directly linked with overall student achievement graduation rates and success in higher education literacy is essential for reaching academic goals in a school or county Adolescent literacy has become the focus of many school improvement efforts to meet the needs of secondary and high school students Without the requisite expertise in literacy administrators and other school leaders charged with literacy improvement initiatives need a systemic and sustained approach for improving student literacy and learning Taking the Lead on Adolescent Literacy presents a concrete user friendly and practical guide to developing implementing and monitoring a schoolwide or county wide literacy action plan Readers will find rubrics tools and processes developed and field tested by the authors over more than 10 years of close work with schools across the country      **Going Gradeless, Grades 6-12** Elise Burns,Elise B Naramore,David Frangiosa,2021-02-23 Grade reform and standards based grading SBG is a hotly debated issue in education As one high school administrator puts it Traditional letter grading is probably the biggest elephant in the room in regard to school reform We start grading at a young age and it becomes all about accumulating points and it's not about the learning anymore Dan Kelley principal of Smithfield High School Rhode Island When students can focus less on the score and more on the learning great things happen SBG is even more challenging in high school In this book the authors share their districts successes moving to alternate assessment methods that promote learning rather than solely achievement The proponents of grade reform highlight the arbitrary nature of grades the undue stress experienced by some learners and the potential interference in the process of learning On the other hand opponents reference the lack of accountability and a shift away from content knowledge that is perceived in many alternate assessment models This book outlines how to remove the negative impacts of grades while still maintaining a high level of accountability While the majority of other books in this

space provide a rationale for why the shift is necessary these authors provide the classroom teacher s perspective and concrete examples of how these approaches can be developed and applied They provide sample assessments student work samples an accountability checklist a sample of their rubrics and a review of our collected data      **Essential Assessment** Cassandra Erkens,Tom Schimmer,Nicole Dimich,2016-12-19 While much research has revealed which assessment practices have the most positive impact on student achievement and instruction out of date unproductive practices which students find disengaging and disheartening still persist Discover how to use the power of assessment to instill hope efficacy and achievement in your students With this research based resource you ll explore six essential tenets of assessment assessment purpose communication of assessment results accurate interpretation assessment architecture instructional agility and student investment that will help deepen your understanding of assessment to not only meet standards but also enhance students academic success and self fulfillment Benefits Interpret the research based tenets of assessment that are necessary to maximize all students learning Gain advice and strategies for immediately acting on the six essential assessment tenets including how to communicate assessment results to give feedback that produces constructive responses Discover why it is vital that assessment practices build students and teachers hope efficacy and achievement Consider scenarios that illustrate traditional outmoded assessment practices and revised scenarios that feature practices that better reflect modern assessment needs Reflect on questions related to the content of each chapter and study next steps that teaching teams can take Contents Introduction Chapter 1 Hope Efficacy and Achievement Chapter 2 Assessment Purpose Chapter 3 Communication of Assessment Results Chapter 4 Accurate Interpretation Chapter 5 Assessment Architecture Chapter 6 Instructional Agility Chapter 7 Student Investment References Index      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

*The Politics of Second Language Writing* Paul Kei Matsuda, Christina Ortmeier-Hooper, 2006-08-04 The Politics of Second Language Writing In Search of the Promised Land is the first edited collection to present a sustained discussion of classroom practices in larger contexts of institutional politics and policies *Princeton Review AP English Literature & Composition Premium Prep, 25th Edition* The Princeton Review, 2024-08-06 Make sure you're studying with the most up to date prep materials Look for the newest edition of this title The Princeton Review AP English Literature Composition Premium Prep 26th Edition ISBN 9780593518458 on sale August 2025 Publisher's Note Products purchased from third party sellers are not guaranteed by the publisher for quality or authenticity and may not include access to online tests or materials included with the original product **Practical Ideas**, 1986 *Best Practices of Literacy Leaders* Allison Swan Dagen, Rita M. Bean, 2020-02-05 This authoritative text and practitioner resource has now been extensively revised and expanded with 70% new material covering new topics and standards in literacy leadership Prominent experts present research based methods for improving instruction assessment and professional learning experiences in PreK-12 The distinct roles of teachers reading literacy specialists literacy coaches special educators and principals are explored with an emphasis on fostering a culture of collaboration Chapters highlight the standards that apply to each component of a schoolwide literacy program give examples of what they look like in schools and share implications for classroom practice and professional learning Pedagogical features include guiding questions case examples vignettes engagement activities and annotated resources for further learning New to This Edition Now copublished with the International Literacy Association ILA and grounded in ILA's updated Standards 2017 expanded grade range includes PreK Chapters on new topics writing instruction sustaining schoolwide improvements and collaborative leadership New chapters on core topics the principal's role assessment middle and high school literacy programs special education and culturally responsive instruction Vignettes from leaders in diverse roles Think About This questions for discussion reflection and end of chapter annotated resources



## Whispering the Strategies of Language: An Mental Quest through **High School English Paper Rubric**

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