

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

Didier Musso



High School English Paper Rubric:

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
 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 **Resources in Education**, 1989 Virginia English Bulletin, 1999 Practical Ideas, 1986 Language Arts
 Carol Jago, 2001 Language Arts Science Visual and Performing Arts Family and Consumer Sciences Foreign Languages A
 High-school Dictionary of the English Language Explanatory, Pronouncing, and Synonymous Noah Webster, William
 Greenleaf Webster, William Adolphus Wheeler, 1873 **English Journal**, 2003 **CA Te Am Anthem 2007 Mod** Holt
 Rinehart & Winston, 2007 Middle and High School Teaching James A. DuPlass, James A. Duplass, 2006 Middle and High
 School Teaching Methods Standards and Best Practices is an interactive textbook that is fully integrated with PowerPoint
 slides a web site assessments to meet NCATE and INSTASC standards and basal secondary level textbook chapters for each
 of the content areas The text includes a chapter on standards history current issues and strategies for each of the major

content areas English Mathematics Science Social Studies World Languages Fine and Performing Arts and Physical and Health education Providing unique coverage for differentiated instruction at the college level the text integrates standards and methods for general and specific subject matter by drawing on professional education association web sites covering traditional methods topics and providing authentic assignments The text is ideal for courses in secondary general methods curriculum and instruction introduction to teaching or for the first course of a two part sequence in specific methods Web based resources including PDF copies of middle and high school basal textbook content lesson planning templates ERIC documents for current issues and PowerPoint slides for each chapter enable professors to easily choreograph their instruction for classes of mixed majors or single major and courses of varying size that may be taught completely or partly online The book and its ancillary materials scaffold the learning experience by presenting topics in a logical sequence beginning with an introduction to the challenges of the profession followed by differences between middle schools and high schools basic skills across the curriculum approaches to teaching diverse learners planning methods and assessment and concluding with trends standards and differences between the disciplines Instructors can choose from and modify more than 100 authentic assignments which are tied to NCATE and INTASC standards ranging from interviewing middle school students to creating lesson plans In addition special emphasis is placed on such topics as motivation theory and techniques for diverse learners and integrating basic skills and literacy into subject field planning and instruction Straightforward easily readable and concise The text is organized into compact topics rather than dense chapters and includes a Best Practices feature which engages students in reading their textbook Authentic content chapters from middle and high school textbooks Available at the web site downloadable PDF copies of basal textbook chapters from McDougal Littell across the subject areas enable students to apply methods learned from the textbook s lesson planning activities and assignments More than 100 potential assignments Instructors can select and modify presented assignments to best suit their students and course needs Each assignment is tied to an INTASC NCATE standard for ease of documentation or portfolio development Coverage and integration of key national standards The book integrates The Interstate New Teacher Assessment and Support Consortium INTASC standards The National Council for Accreditation of Teacher Education NCATE standards The Goals 2000 legislation The No Child Left Behind legislation and the content standards defined by the professional organizations into a coherent structure for preservice teachers Practical pedagogy Supportive features include Teacher s Tips boxes with practical ideas and strategies for the classroom Question boxes to encourage critical thinking For the Reflective Practitioner quotes and insights authentic Assignments lists of Best Practices and web resources Evaluating Writing Charles Raymond Cooper, Lee Odell, 1999 Intended to guide writing teachers through the complexities of evaluation the essays in this collection represent a variety of approaches to evaluation The essays display however some common beliefs about what is fundamentally important to writing teachers work specifically the need to distinguish between grading and

evaluation to develop the ability to describe students writing to connect teaching and evaluation and to continually reexamine assumptions and practices that guide evaluation Following an introduction by the editors the 17 essays and their authors are as follows 1 Assessing Thinking Glimpsing a Mind at Work Lee Odell 2 What We Know about Genres and How It Can Help Us Assign and Evaluate Writing Charles R Cooper 3 Audience Considerations for Evaluating Writing Phyllis Mentzell Ryder Elizabeth Vander Lei and Duane H Roen 4 Coaching Writing Development Syntax Revisited Options Explored William Strong 5 Cohesion and Coherence Martha Kolln 6 Assessing Portfolios Sandra Murphy 7 How to Read a Science Portfolio Denise Stavis Levine 8 Using Writing to Assess Mathematics Pedagogy and Students Understanding Richard S Millman 9 Evaluating Student Writing about History Kathleen Medina 10 Evaluating Students Response Strategies in Writing about Literature Richard W Beach 11 Evaluating the Writing of Culturally and Linguistically Diverse Students The Case of the African American Vernacular English Speaker Arnetha F Ball 12 Latino ESL Students and the Development of Writing Abilities Guadalupe Valdes and Patricia Anloff Sanders 13 Texts in Contexts Understanding Chinese Students English Compositions Guanjin Cai 14 Reflective Reading Developing Thoughtful Ways To Respond to Students Writing Chris M Anson 15 Creating a Climate for Portfolios Sandra Murphy and Mary Ann Smith 16 Integrating Reading and Writing in Large Scale Assessment Fran Claggett and 17 Let Them Experiment Accommodating Diverse Discourse Practices in Large Scale Writing Assessment Roxanne Mountford NKA **NCA Quarterly** ,1996

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