#### BIOGRAPHY RUBRIC

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1941 941 E-15	Excellent	Satisfactory	Emerging
Shows evidence of thorough research	Evidence of using multiple sources including Internet.	Evidence of using one appropriate resource.	Little evidence of using appropriate resources.
Presents important facts, events, and contributions in a person's life in a manner that holds readers' attention.	Includes significant facts, events, and contributions from all stages of person's life in a lively manner using specific vocabulary.	Includes some important facts, events, and contributions, but omits others; information is explained clearly but may lack energy or rely on general or overused vocabulary.	Events and facts included are not significant in the person's life; Does not feature major Contributions; Information is presented in mandane manner with poor word choice.
Offers insights into the person's character traits and feelings using specific details	Paints a vivid portrait using anecdotes and quotes to show traits and feelings.	Accurately depicts the person by including details, but rells more than shows traits and feelings.	Does not seem to understand attributes that contributed to person's success; Information is too general with few specific details.
Organizes information well using chronological sequence	There is a good order to the information; Evidence of paragraphs and topic sentences; Attention-getting introduction and a memorable conclusion.	Information is generally organized in a logical manner, though paragraphs could be structured more clearly with topic sentences; Includes introduction and conclusion, though they may not be memorable	Information appears disjointed with no particular order and little evidence of paragraphs; No real introduction or conclusion.
Demonstrates attention to writing conventions and sentence structure	Few or no errors in spelling, usage, and punctuation; writing flows well with good sentence structure and sentences that begin in different ways and are different lengths.	Some errors in spelling, usage, and punctuation, but errors don't generally disrupt meaning; Sentences are mostly well structured, but lack variety in style.	Many errors in spelling, usage, and punctuation distract from the content of the biography; Often leaves words out of sentences, writes run- ons or fragments; no sentence variety.

Greatest strength(s):		
	45	
Area(s) for continued growth:		

# **Biography Marking Rubric**

**D** Kirk

### **Biography Marking Rubric:**

Standards-based Activities with Scoring Rubrics: Performance-based projects ,2002 Using Biographies in **Your Classroom** Garth Sundem, 2008 This resource introduces biographies with fun and creative strategies and activities to teach literacy skills and more including creating a time line drawing a mural writing a biography and acting out a scene Stimulate student interest with provided TIME magazine covers and background information and meet the needs of all students with specific English language learner strategies and open ended activities This resource also includes a Teacher Resource CD with full color reproducibles **Nonfiction Writing Power** Adrienne Gear, 2014-02-17 Writing nonfiction is a key skill that students will need throughout their school lives and beyond This remarkable book is designed to help teachers develop a writing program that will enable their students to harness all of their Nonfiction Writing Powers to Describe to Instruct to Compare to Persuade to Explain and to Report It illustrates ways to encourage students to write because they have something to say and to recognize that writing well means considering intent and purpose and choosing the best form of expression Ideal for teaching writing in the content areas the book includes guidance on linking writing forms to Science Social Studies and other subject areas **Literature-Based Teaching in the Content Areas** Carole Cox,2011-01-12 Forty classroom tested classroom ready literature based strategies for teaching in the K 8 content areas Grounded in theory and best practices research this practical text provides teachers with 40 strategies for using fiction and non fiction trade books to teach in five key content areas language arts and reading social studies mathematics science and the arts Each strategy provides everything a teacher needs to get started a classroom example that models the strategy a research based rationale relevant content standards suggested books reader response questions and prompts assessment ideas examples of how to adapt the strategy for different grade levels K 2 3 5 and 6 8 and ideas for differentiating instruction for English language learners and struggling students Throughout the book student work samples and classroom vignettes bring the content to life

Crossing the Vocabulary Bridge Socorro G. Herrera, Shabina Kavimandan, Melissa Holmes, 2015-04-24 This book provides a framework for academic vocabulary and language instruction in today s diverse classrooms. The authors present a set of strategies and tools that work effectively across all content areas to support enhanced comprehension and academic success book cover **Drowning in Data?** Mary E. Shea, Rosemary Murray, Rebecca Harlin, 2005 Drowning in Data outlines best practices for ongoing assessment that help you both plan instruction for your students and determine how much and how well they are learning Mary Shea Rosemary Murray and Rebecca Harlin offer an overarching framework for assessment as well as a specific implementation plan CARP Collect Analyze Report Plan is a clear concise assessment system that frames the goals and objectives of assessment while TWIN is a specific portfolio based means to show evidence of Thinking Work samples In the classroom benchmarks and Norm referenced or other standardized achievement testing Together CARP and TWIN simplify assessment by breaking it down into manageable chunks while at the same time making information readily

available to plan your teaching or substantiate student achievement The Biographical Edition of the Works of Robert Louis Stevenson, Robert Louis Stevenson, Fanny Van de Grift Stevenson, Lloyd Osbourne, 1905 Biographical Edition of the Works of Robert Louis Stevenson: Memories and portraits Robert Louis Stevenson, 1911 Collaborating to Meet Standards Toni Buzzeo, 2007-08-15 Provides an introduction to collaboration including a history and overview of the movement practical suggestions for implementing the collaborative process and ideas for overcoming common roadblocks to collaboration Teaching Writing Gail E. Tompkins, 2008 Accessible and reader friendly this is the definitive book on teaching writing to children in grades K 8 the only title on the market to thoroughly address both the process and the product of writing Covers strategies for teaching prewriting drafting revising editing and publishing through writing workshops literature focus units and thematic units techniques for helping children develop ideas organize writing choose vocabulary apply stylistic devices and correct mechanical errors and five levels of scaffolded composition instruction modeled shared interactive guided and independent writing AddressingProcess and Product NEW AWriting Workshop CD now included in every copy of the bookgives you specific insight into classroom teaching in a workshop model illustrating both the writing process and product MeetingIndividual Student Needs NEW How to Address Struggling Writers Problems this step by step analysis explains what issues cause writers to struggle provides clear examples of the problem and clarifies the steps to take to help writers overcome their obstacles Planning forAccountability NEW Preparing for Writing Tests this new feature will help you prepare students for high stakes testing by clearly defining each type of writing providing prompts to generate a writing sample and outlining possible pitfalls writers may face when writing in this specific Prentice Hall Choices in Literature, 1997 The Prentice Hall Choices in Literature is a balanced integrated genre 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 **Elements of Literature, Grade 6** Holt Rinehart & Winston, 2002 Collections of literary works and accompanying lessons covering conflict autobiography poetry main ideas short story drama subjective and objective writing and mythology and folk tales **SRA Open Court Reading** WrightGroup/McGraw-Hill,2001-06 A Disciplinary Blueprint for the Assessment of Information Literacy Dorothy Warner, 2008-06-30 A unique approach to meshing information literacy objectives and learning in the context of the Auto/biography Studies ,1993 **Preparing the Next Generation of Oral Historians** Barry A. university curriculum Lanman, Laura M. Wendling, 2006-05-11 Preparing the Next Generation of Oral Historians is an invaluable resource to educators seeking to bring history alive for students at all levels Filled with insightful reflections on teaching oral history it offers practical suggestions for educators seeking to create curri Elements of Literature, Grade 7 Holt Rinehart &

**Elements of Literature** ,2000 State adopted textbook 2001 2007

Winston, Holt, Rinehart and Winston Staff, 2001-11

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