

# BIOGRAPHY RUBRIC

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Topic: \_\_\_\_\_

	Excellent	Satisfactory	Emerging
<b>Shows evidence of thorough research</b>	Evidence of using multiple sources including Internet.	Evidence of using one appropriate resource.	Little evidence of using appropriate resources.
<b>Presents important facts, events, and contributions in a person's life in a manner that holds readers' attention.</b>	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 mundane manner with poor word choice.
<b>Offers insights into the person's character traits and feelings using specific details</b>	Paints a vivid portrait using anecdotes and quotes to <i>show</i> traits and feelings.	Accurately depicts the person by including details, but <i>tells</i> more than <i>shows</i> traits and feelings.	Does not seem to understand attributes that contributed to person's success; Information is too general with few specific details.
<b>Organizes information well using chronological sequence</b>	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.
<b>Demonstrates attention to writing conventions and sentence structure</b>	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): \_\_\_\_\_

Area(s) for continued growth: \_\_\_\_\_

# Biography Essay Rubric 3rd Grade

**Diana R. Alford**



### **Biography Essay Rubric 3rd Grade:**

**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 Becoming a Teacher of Writing in Elementary Classrooms Donna Kalmbach Phillips, Mindy Legard Larson, 2015-12-22 Becoming a Teacher of Writing in Elementary Classrooms nurtures teachers identities as writers connects to the realities of writing instruction in real and diverse classrooms and encourages critical and creative thinking This text is about writing instruction as a journey teachers and students embark on together The focus is on learning how to teach writing through specific teaching and learning structures found in the Writing Studio mini lessons teacher and peer conferencing guided writing and sharing celebrating and broadcasting writing Pedagogical features include teaching structures and strategies Problematising Practice classroom scenarios assessment resources and a Companion Website Because a teacher who views him or herself as a writer is best positioned to implement the Writing Studio a parallel text Becoming writer give readers space to consider who they are as a writer their personal process as a writer and who they might become as a writer Scaffolding Young Writers Linda J. Dorn, Carla Soffos, 2001 The goal of teaching writing is to create independent and self motivated writers When students write more often they become better at writing They acquire habits skills and strategies that enable them to learn more about the craft of writing Yet they require the guidance and support of a more knowledgeable person who understands the writing process the changes over time in writing development and specific techniques and procedures for teaching writing In Scaffolding Young Writers A Writers Workshop Approach Linda J Dorn and Carla Soffos present a clear road map for implementing writers workshop in the primary grades Adopting an apprenticeship approach the authors show how explicit teaching good models clear demonstrations established routines assisted teaching followed by independent practice and self regulated learning are all fundamental in establishing a successful writers workshop There is a detailed chapter on organizing for writers workshop including materials components routines and procedures Other chapters provide explicit

guidelines for designing productive mini lessons and student conferences Scaffolding Young Writers also features An overview of how children become writers Analyses of students samples according to informal and formal writing assessments Writing checklists benchmark behaviors and rubrics based on national standards Examples of teaching interactions during mini lessons and writing conferences Illustrations of completed forms and checklists with detailed descriptions and blank reproducible forms in the appendix for classroom use Instruction is linked with assessment throughout the book so that all teaching interactions are grounded in what children already know and what they need to know as they develop into independent writers

"Thank You Ms. Bajwa for Helping Us with Our Writing!" Manpreet Kaur Bajwa,2008

Using Developmentally Appropriate Practices to Teach the Common Core Lisa S. Goldstein,2015-07-16

Using Developmentally Appropriate Practices to Teach the Common Core Grades PreK 3 provides current and prospective primary grade teachers with an understanding of the CCSS ELA and CCSS M that highlights their compatibility with developmentally appropriate practices DAP the instructional approach generally preferred by teachers of young children The book begins by framing the CCSS as a distinct improvement over lengthy lists of academic content standards and as a carefully conceptualized and DAP friendly set of curriculum guidelines Next the CCSS ELA and CCSS M for Grades K 3 are unpacked analyzed synthesized and cross referenced to key features of DAP Finally several hot topic issues differentiating instruction to meet the needs of all learners ensuring equitable access to the curriculum for English Language Learners addressing assessment and accountability expectations and educating parents and families about the CCSS and DAP are prioritized and examined in depth

Using Developmentally Appropriate Practices to Teach the Common Core Grades PreK 3 is a highly useful guide for both pre service and in service early childhood education teachers

Mathematics Education Jacqueline Dewar,Pao-sheng Hsu,Harriet Pollatsek,2016-11-26

Many in the mathematics community in the U S are involved in mathematics education in various capacities This book highlights the breadth of the work in K 16 mathematics education done by members of US departments of mathematical sciences It contains contributions by mathematicians and mathematics educators who do work in areas such as teacher education quantitative literacy informal education writing and communication social justice outreach and mentoring tactile learning art and mathematics ethnomathematics scholarship of teaching and learning and mathematics education research Contributors describe their work its impact and how it is perceived and valued In addition there is a chapter co authored by two mathematicians who have become administrators on the challenges of supporting evaluating and rewarding work in mathematics education in departments of mathematical sciences This book is intended to inform the readership of the breadth of the work and to encourage discussion of its value in the mathematical community The writing is expository not technical and should be accessible and informative to a diverse audience The primary readership includes all those in departments of mathematical sciences in two or four year colleges and universities and their administrators as well as graduate students Researchers in education may also find topics of interest Other potential readers

include those doing work in mathematics education in schools of education and teachers of secondary or middle school mathematics as well as those involved in their professional development

**How to Create an Independent Research Program** Melanie Jacobs Krieger, 1999-06-15 Only a few hundred schools across the United States have research programs Although some of the schools with programs are magnet schools or highly advantaged schools many ordinary schools have successful programs Every school is capable of at least a modest program for those students who want to work on independent research projects This practical book provides a school district with a comprehensive guide on how to establish an independent research program Use this book as your step by step guide to creating an independent research program and preparing your students to enter the national independent research competitions Although the curriculum described in this book is based on the objectives of various national competitions the students are not in a competitive classroom environment Instead the competition rules are used to create a working atmosphere that resembles the professional world Krieger takes you from selling the idea of the program to educators students and the community through critical curriculum and methodology for the teacher to finally entering national research competitions and continuing your program **Asmnt Holt Rinehart & Winston, 2005**

**Lesson Plans & Assessments for the California Writing Standards**, 1999 Official Portraits and Unofficial Counterportraits of At Risk" Students" Richard J. Meyer, 2010-01-15 This book chronicles fifth and sixth grade writers in a poor culturally diverse rural school in the southwest US coming into their voices cultivating those voices and using those voices in a variety of venues beginning with the classroom community and spreading outward The big ideas of official and unofficial portraits are presented followed by data and facets of the theoretical construct of counterportraits in each chapter as a response to official portraits **HOME SCHOOLING** Deborah Nichols Poulos, 2022-07-01 Home Schooling During COVID 19 and Beyond By Deborah Nichols Poulos Homeschooling has been a challenge for parents and grandparents who have worked so well to keep their children engaged in learning this pandemic year Debbie speaks to respect and humor in this second book which are so important for kids and parent teachers This book will be a good organizational tool for future homeschoolers and can be adapted to all teaching levels Carole Plack retired Administrator Yolo County Office of Education parent from Debbie Poulos 6th grade class and grandparent \_\_\_\_\_ Ms Nichols Poulos was my son s 5th grade teacher and although a bright child he had certain behavior issues which created challenges in the classroom Debbie was the only teacher my son had throughout his schooling that I felt really understood him She knew how to work with him to help him achieve his best potential to feel cared about and accepted at school Her skills knowledge and abilities along with her compassion for her students made her an outstanding teacher She was unforgettable to her students and their parents alike Home Schooling During COVID 19 and Beyond is a treasure trove of information parents and grandparents can use to achieve the same success with their children She has pulled from her first book The Conscious Teacher written primarily for teachers what she thinks will be of the most help to parents She has added

some new information as well The book s sections on behavior standards and working with gifted students are especially helpful as a parent and now as I work with my grandkids as they school at home The advice on how to teach the various subjects of reading writing math social studies and computer skills is invaluable I have greater confidence to help the kids learn at home regardless of whether they are primarily learning remotely or in a classroom this book gives you the tools to enrich their learning Sue Woods Mediator Facilitator Consensus and Collaboration Program CSUS BA 1975 Social Welfare San Diego State University \_\_\_\_\_ I m a grandparent and not homeschooling on a regular basis but I am often helping grandkids with schoolwork So Home Schooling During COVID 19 and Beyond is helpful even for having a successful single lesson The parts about mutual respect and working WITH your student are very useful The book is well organized easy to understand and is full of specific routines for productive and rewarding homeschooling for teacher and student Debbie taught my daughter Vinci in fourth grade and it was a wonderful year for her She gained the necessary confidence to succeed academically in Debbie s class that propelled her lively mind and scholastic achievements to this day Dawn Daro mother of Vinci Daro B A and secondary teaching credential UC Berkeley taught Junior High Richmond Unified School District

\_\_\_\_\_ For parents new to teaching as for anybody else simple tools can help a lot Deborah Nichols Poulos Home Schooling During COVID 19 and Beyond supplies them in a well organized format For math she gives you handy grids for adding subtracting multiplying and dividing plus simple tricks that aid intuition such as the use of manipulative objects To build up reading and spelling she offers bonus devices for rewarding new learning without any mark downs for errors For writing try her tips on building sentences and paragraphs Positive feedback no tears Even without covid this book would have been timely Peter and Lin Lindert parents of Nick Lindert one of Deborah s students You can contact Ms Nichols Poulos at dnpoulos urcad org

Student-generated Rubrics Larry Ainsworth,Jan Christinson,1998 The model guides students to develop task specific rubrics for evaluating their own and their peers work Applying Multiple Intelligences Theory and Authentic Assessment Principles to Eighth Grade United States History Diana R. Alford,1991 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

Prentice Hall Writing and Grammar Handbook Grade 11 Student Edition 1st Edition 2003c Joyce Armstrong Carroll,Prentice Hall (School Division),2002-07-15 Everything you love about writing and grammar just got smaller Introducing Prentice Hall Writing and Grammar Communication in Action Handbook Edition Seamlessly integrate Prentice Hall Literature and the Writing and Grammar Handbook through easy to use cross references **British Musical Biography** James Duff Brown,Stephen Samuel Stratton,1897 *Dictionary of International Biography* ,1998 A biographical record of contemporary achievement together with a key to the location of the original biographical notes Elements of Literature, Grade 7 Holt Rinehart & Winston,Holt, Rinehart and Winston Staff,2001-11 Reflexiones Priscilla H.

Porter,2007 Using big books and student editions historical events are presented within a chronological and geographical context Students at every level learn about the significant people places and events that have shaped California and the entire country     Language Arts Workshop Nancy Frey,Douglas Fisher,2006 Language Arts Workshop Purposeful Reading and Writing Instruction presents a manageable way of organizing instruction exploring a gradual release of responsibility through meaningful experiences in all areas of need for literacy development including oral language spelling vocabulary word study fluency and comprehension Like an apprenticeship novice readers and writers learn a craft under the guidance of a skilled and knowledgeable teacher Through the language arts workshop students read and write everyday spending time working with their teacher collaborating with peers and working independently Learn to model successful language arts teaching for your students Workshop format addresses the diverse learning needs of students including English language learners students with disabilities and students who read at above or below grade level to support early interverntion or response to intervention programs Predictable chapter organization clarifies the workshop approach and framework Authentic examples from successful classrooms engage readers and model effective language arts instruction A strong focus on assessment grounds the instruction and a compendium of assessment tools prepares readers to drive their own classroom

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