

## COMMON CORE STATE STANDARDS WRITING RUBRICS (GRADES 11-12) ARGUMENT

ARGUMENT					
Description	5 Exceptional	4 Skilled	3 Proficient	2 Developing	1 Inadequate
<b>Claim:</b> The text introduces a clear, arguable claim that can be supported by reasons and evidence.	The text introduces a compelling claim that is clearly arguable and takes a purposeful position on an issue. The text has a structure and organization that is carefully crafted to support the claim.	The text introduces a precise claim that is clearly arguable and takes an identifiable position on an issue. The text has an effective structure and organization that is aligned with the claim.	The text introduces a claim that is arguable and takes a position. The text has a structure and organization that is aligned with the claim.	The text contains an unclear or emerging claim that suggests a vague position. The text attempts a structure and organization to support the position.	The text contains an unidentifiable claim or vague position. The text has limited structure and organization.
<b>Development:</b> The text provides sufficient data and evidence to back up the claim while pointing out the strengths and limitations of both the claim and counterclaims. The text provides a conclusion that supports the argument.	The text provides convincing and relevant data and evidence to back up the claim and skillfully addresses counterclaims. The conclusion effectively strengthens the claim and evidence.	The text provides sufficient and relevant data and evidence to back up the claim and fairly addresses counterclaims. The conclusion effectively reinforces the claim and evidence.	The text provides data and evidence to back up the claim and addresses counterclaims. The conclusion ties to the claim and evidence.	The text provides data and evidence that attempt to back up the claim and vaguely addresses counterclaims or lacks counterclaims. The conclusion merely restates the position.	The text contains limited data and evidence related to the claim and counterclaims or lacks counterclaims. The text may fail to conclude the argument or position.
<b>Audience:</b> The text anticipates the audience's knowledge level, concerns, values, and possible biases about the claim. The text addresses the specific needs of the audience.	The text consistently addresses the audience's knowledge level, concerns, values, and possible biases about the claim. The text addresses the specific needs of the audience.	The text anticipates the audience's knowledge level, concerns, values, and possible biases about the claim. The text addresses the specific needs of the audience.	The text considers the audience's knowledge level, concerns, values, and possible biases about the claim. The text addresses the needs of the audience.	The text illustrates an inconsistent awareness of the audience's knowledge level and needs.	The text lacks an awareness of the audience's knowledge level and needs.
<b>Cohesion:</b> The text uses words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion and clarify the relationship between the claim and reasons, between reasons and evidence, and between claims and counterclaims.	The text strategically uses words, phrases, and clauses as well as varied syntax to link the major sections of the text. The text explains the relationships between the claim and reasons as well as the evidence. The text strategically links the counterclaims to the claim.	The text skillfully uses words, phrases, and clauses as well as varied syntax to link the major sections of the text. The text identifies the relationship between the claim and reasons as well as the evidence. The text effectively links the counterclaims to the claim.	The text uses words, phrases, and clauses as well as varied syntax to link the major sections of the text. The text connects the claim and reasons. The text links the counterclaims to the claim.	The text contains limited words, phrases, and clauses to link the major sections of the text. The text attempts to connect the claim and reasons.	The text contains few, if any, words, phrases, and clauses to link the major sections of the text. The text does not connect the claims and reasons.
<b>Style and Conventions:</b> The text presents a formal, objective tone that demonstrates standard English conventions of usage and mechanics while attending to the norms of the discipline (i.e. MLA, APA, etc.).	The text presents an engaging, formal and objective tone. The text intentionally uses standard English conventions of usage and mechanics while attending to the norms of the discipline (i.e. MLA, APA, etc.).	The text presents a formal, objective tone. The text demonstrates standard English conventions of usage and mechanics while attending to the norms of the discipline (i.e. MLA, APA, etc.).	The text presents a formal tone. The text demonstrates standard English conventions of usage and mechanics while attending to the norms of the discipline (i.e. MLA, APA, etc.).	The text illustrates a limited awareness of formal tone. The text demonstrates some accuracy in standard English conventions of usage and mechanics.	The text illustrates a limited awarenss of an inconsistent tone. The text demonstrates inaccuracy in standard English conventions of usage and mechanics.

# Common Core Short Research Rubrics

**Anna J. Small Roseboro**



### **Common Core Short Research Rubrics:**

**Rx for the Common Core** Mary Boyd Ratzer, Paige Jaeger, 2014-01-22 Providing clear explanations of inquiry based learning in the light of the Common Core this book is a practical and graphical guide that will serve as a much needed primer for librarians and educators Common Core State Standards CCSS are putting educators under pressure to examine what works and what doesn't Even with the best efforts integrating new strategies into daily practice in the classroom or library can be frustrating This book will help Providing a professional development toolkit that trains school librarians and teachers and enables them to train others it presents a sequence of scaffolded essential questions that results in a customized blueprint for effective teaching The book assembles background building blocks for inquiry and the Common Core illustrates and connects key concepts on how to introduce inquiry based learning and provides effective tools for igniting the Common Core through inquiry based learning methods Developed from the crucible of six years of professional development to real world audiences with deep experience in teaching and school librarianship this book makes implementing inquiry learning and embracing the Common Core easier for classroom teachers and school librarians who understand the value of these teaching methods but are unsure of the best way to implement them **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 convert rubric scores to letter grades An updated annotated listing of recommended rubric websites is included

*Strategies for Struggling Learners in the Era of CCSS & RTI* Jim Wright, 2014-07-15 A must have resource to help equip teachers to meet the challenge of preparing students with diverse needs to achieve ambitious new standards in an era of greater accountability This comprehensive problem solving manual by Jim Wright provides teachers with research based strategies for strengthening instruction delivering academic interventions and addressing behavior management issues for both general and special education students The book is designed to help teachers quickly and efficiently locate research supported classroom based solutions for overcoming a variety of impediments to student success Chapters are organized around specific teacher challenges with the content of each supporting ideas and strategies contained throughout the book They include Core Instruction Creating Academic Interventions That Promote Student Success in the Common Core Managing Behaviors to Promote Student Learning Collecting Data to Track Interventions Increasing Student Responsibility Through Self Management Techniques to Help Teachers Succeed as Change Agents Although making changes to one's

professional practice is hard work any teacher who carefully reviews and implements best practices in core instruction academic intervention behavior management and classroom assessment such as those presented in this book can expect to see substantial gains in student performance      **Literacy Is Still Not Enough** Nicky Mohan,Ian Jukes,Ryan L.

Schaaf,2021-01-07 Modern fluencies provide a platform for authentic teaching learning and assessment While reading writing and arithmetic remain important they are no longer enough For learners to thrive they must move beyond traditional literacies to modern fluencies the unconscious mental processes that are learned adapted and applied in the context of real world problems and challenges In this book the authors unpack the fluencies solution information creativity communication collaboration and global citizenship to reflect the relentless social cultural and economic shifts of modern times Practical resources are presented alongside Authentic Unit Plan Exemplars for each fluency Assessment rubric examples Discussion questions Learners today must master an entirely different set of essential skills and knowledge needed to succeed than previous generations This book provides a practical framework for integrating new fluencies into traditional curriculum

**Common Core CPR** ReLeah Cossett Lent,Barry Gilmore,2013-09-27 The ideal Newly minted high school graduates all across the nation each one a complex text genius a writer and analytic thinker beyond compare All on to glorious colleges and careers thanks to the Common Core The reality The 1 3 million students who fail to graduate from high school each year and the hundreds of thousands more who either gave up or lost interest long ago The reality is why Common Core CPR is needed Urgently Because if we continue to insist that all students meet expectations that are well beyond their abilities and mindsets these kids will only decline faster We must be brave enough and trained enough to cast aside what we know harms students and apply with renewed vigor the teaching methods we know work Releah Lent and Barry Gilmore rise to the challenge and there are no two authors better equipped to do so They embrace what is best about the standards their emphasis on active authentic learning and then explicitly show teachers how to connect these ideal outcomes to practical classroom strategies detailing the day to day teaching that can coax reluctant learners into engagement and achievement You ll learn how to Consider choice and relevance in every assignment Plan and spot opportunities for success Scaffold students comprehension of complex fiction and nonfiction texts Model close reading through thoughtful questioning Teach students to use evidence in reading writing speaking and reflection And so much more It s not the big sweeping formulas for achievement that will win the day it s the incremental growth that teachers need to make happen that one book that one writing assignment to help a student turn a corner If we can get that one transformational moment to occur and follow it up by designing more opportunities for success that s the ideal say Lent and Gilmore      Learner Choice, Learner Voice Ryan L. Schaaf,Becky Zayas,Ian Jukes,2022-06-15 Learner Choice Learner Voice offers fresh forward thinking supports for teachers creating an empowered student centered classroom Learner agency is a major topic in today s schools but what does it mean in practice and how do these practices give students skills and opportunities they will need to thrive as citizens parents and

workers in our ever shifting climate Showcasing authentic activities and classrooms this book is full of diverse instructional experiences that will motivate your students to take an agile adaptable role in their own learning This wealth of pedagogical ideas from specific to open ended low tech to digital self expressive to collaborative creative to critical will help you discover the transformative effects of providing students with ownership agency and choice in their learning journeys *A Teacher's Guide to Using the Common Core State Standards With Gifted and Advanced Learners in the English/Language Arts* National Assoc For Gifted Children, Todd Kettler, Elizabeth Shaunessy-Dedrick, 2021-09-23 A Teacher's Guide to Using the Common Core State Standards With Gifted and Advanced Learners in the English Language Arts provides teachers and administrators a blueprint for differentiating the Common Core State Standards for English Language Arts for gifted and advanced students through the use of acceleration depth complexity and creativity within and across grade levels It illustrates the differences between learning experiences for typical and advanced students based on the same standard and provides an array of examples across five of the information text and literary text standards while integrating the other aspects of language arts teaching and learning The book highlights implementation features such as classroom management and assessment of student work that allow teachers to make data based decisions about instruction for particular students It also offers guidance to teachers on reading selections for advanced learners at all grade levels **Mapping Comprehensive Units to the ELA Common Core Standards, K-5** Kathy Tuchman Glass, 2012-04-26 Consultant and former teacher Glass helps K 5 teachers make sense of the new Common Core State Standards in English language arts ELA and presents numerous classroom activities differentiation ideas and rubrics She introduces a process for developing a unit of study using the ELA Common Core Standards and includes a template with each key component explained in detail There is also a lesson design template and sample lessons using the template The website provides reproducibles for classroom use Annotation 2012 Book News Inc Portland OR booknews com *Leading the Common Core Initiative* Carl A. Harvey II, Linda L. Mills, 2014-11-25 Defining both the Common Core Standards and the school librarian's role in their implementation this book offers ready to use lesson plans and other tools for grades K 5 and identifies opportunities for collaborative teaching As elementary schools in nearly all 50 states are faced with meeting the Common Core State Standards CCSS school librarians need to understand the challenges and have lesson plans ready to help This resource introduces the CCSS in English and mathematics to K 5 librarians and aides helping them to understand the concepts analyzing the impact on the school library and providing lesson plans resources and other tools for implementation in integrated instruction with other curricula and collaborative teaching with other elementary teachers Based upon the authors own experiences in adopting the CCSS in their school the included exemplar lesson plans and ideas are designed to support school librarians as they begin to collaborate with teachers in using the Common Core Standards in their daily classroom instruction The book also discusses the opportunities for advocacy that result from the librarian's instrumental role in implementing the CCSS both as a staff developer and a collaborative partner

teacher     **Bookmarking** Alicia E. Vandenbroek,2012-07-16 With easy to follow tutorial guides this book is your one stop shop for implementing creative activities for all ages on social bookmarking tools Focusing on ways social bookmarking can impact academic and public libraries and increase collaborations with both patrons and faculty *Bookmarking Beyond the Basics* introduces a variety of social bookmarking websites with helpful tutorials and activities for a wide range of users It addresses social bookmarking sites such as Delicious Avos LaterThis Jog the Web Sqworl LiveBinders Diigo and covers shared bookmarking with QR codes The description of each website is accompanied by practical information on how to use this bookmarking tool in the classroom school library or public library to create personal learning networks and provide resources for patrons The book describes ways classroom teachers can work collaboratively with librarians to incorporate social bookmarking into the classroom Included activities are developmentally appropriate for primary grade students up to adult patrons     **The Simple 6: A Writing Rubric for Kids** Kay Davidson,2009     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     *Teaching Writing in the Middle School* Anna J. Small Roseboro,2013-11-13 More than 670 000 middle school teachers grades 6 8 are responsible for educating nearly 13 million students in public and private schools Thousands more teachers join these ranks annually especially in the South and West where ethnic populations are ballooning Teachers and administrators seek practical time efficient ways of teaching language arts to 21st century adolescents in increasingly multicultural technologically diverse socially networked communities They seek sound understanding practical advice and proven strategies in order to connect diverse literature to 21st century societies while meeting state and professional standards like the Common Core State Standards for English Language Arts This book offers strategies and resources that work     *Literacy Assessment and Intervention for Classroom Teachers* Beverly A. DeVries,2019-05-31 The fifth edition of this comprehensive resource helps future and practicing teachers recognize and assess literacy problems while providing practical effective intervention strategies to help every student succeed DeVries

thoroughly explores the major components of literacy offering an overview of pertinent research suggested methods and tools for diagnosis and assessment intervention strategies and activities and technology applications to increase students skills Updated to reflect the needs of teachers in increasingly diverse classrooms the fifth edition addresses scaffolding for English language learners and offers appropriate instructional strategies and tailored teaching ideas to help both teachers and their students Several valuable appendices include assessment tools instructions and visuals for creating and implementing the book s more than 150 instructional strategies and activities and other resources New to the Fifth Edition Up to date and in line with ILA CCSS and most state and district literacy standards this edition also addresses the important shifts and evolution of these standards New chapter on Language Development Speaking and Listening covers early literacy assessment and interventions New intervention strategies and activities are featured in all chapters and highlight a stronger technology component Updated Companion Website with additional tools resources and examples of teachers using assessment strategies

**The ELL Teacher's Toolbox** Larry Ferlazzo, Katie Hull Sypnieski, 2018-04-03 Practical strategies to support your English language learners The ELL Teacher s Toolbox is a practical valuable resource to be used by teachers of English Language Learners in teacher education credential programs and by staff development professionals and coaches It provides hundreds of innovative and research based instructional strategies you can use to support all levels of English Language Learners Written by proven authors in the field the book is divided into two main sections Reading Writing and Speaking Listening Each of those sections includes Top Ten favorites and between 40 and 70 strategies that can be used as part of multiple lessons and across content areas Contains 60% new strategies Features ready to use lesson plans Includes reproducible handouts Offers technology integration ideas The percentage of public school students in the U S who are English language learners grows each year and with this book you ll get a ton of fresh innovative strategies to add to your teaching arsenal

**Deliverology in Practice** Michael Barber, Nick Rodriguez, Ellyn Artis, 2015-08-07 Everything you need to implement school change that gets results If you ve been wondering how to effectively lead and manage results driven system wide implementations look no further Internationally recognized education expert Michael Barber explores exactly how to translate policy into practice for long term measurable results Building on his groundbreaking book Deliverology 101 Barber provides proven methods and clear steps to achieve successful policy implementation and offer practical solutions for reviving stalled reform efforts New cases studies and embedded links help you develop a delivery skillset for building capacity effective coalitions and a coherent flexible plan for implementation Leaders and staff at both national and local levels will learn to Establish a Delivery Unit to set clear measureable goals and build a reform coalition Understand delivery through data analysis and strategic progress monitoring Plan for delivery with explicit day to day implementation planning updated with proven methods from years of practice Drive delivery with progress monitoring momentum building and course corrections Create an irreversible delivery culture by identifying and addressing challenges as they occur Don t leave your

education policy implementation to chance Use this new field guide to get your implementation on the right track today

*Differentiated Instruction* Deborah Blaz, 2016-02-19 In this new edition of a bestseller author Deborah Blaz helps you differentiate lessons for your world language students based on their learning styles interests prior knowledge and comfort zones This practical book uses brain based teaching strategies to help students of all ability levels thrive in a rigorous differentiated learning environment Each chapter provides classroom tested activities and tiered lesson plans to help you teach vocabulary speaking listening reading and writing in world language classes in ways that are interactive engaging and effective for all learners Features new to this edition include Sample thematic units to make your lessons more authentic and immersive New strategies for using technology to differentiate world language instruction Additional checklists rubrics and feedback forms to help you organize your lesson plans and track students progress New connections to the Common Core State Standards the ACTFL Standards Webb s Depth of Knowledge and Bloom s Taxonomy You ll also learn how to differentiate assessment effectively to help all students show their full potential Classroom ready tools and templates can be downloaded as free eResources from our website [www.routledge.com/9781138906181](http://www.routledge.com/9781138906181) for immediate use Mentalizing in

Clinical Practice Jon G. Allen, Peter Fonagy, Anthony Bateman, 2008 This timely and ambitious book helps clarify the meaning and clinical applications of the mentalization construct The authors propose that mentalizing is the central corrective process of all psychotherapies

**The Composition Commons** Jessica Yood, 2024-04-26 The Composition Commons delivers a timely take on invigorating higher education illustrating how college composition courses can be dynamic sites for producing a democratic just and generally educated public Jessica Yood traces the century long origins of a writing centered idea of the American university and tracks the resurgence of this idea today Drawing on archival and classroom evidence from public colleges and universities and written in a lively autoethnographic voice Yood names genres of the commons intimate informal writing activities that create peer to peer knowledge networks She shows how these unique genres create collectivity an academic commons and calls on scholars to invest in composition as a course cultivating reflective emergent shared knowledge Yood departs from movements that divest from the first year composition classroom and details how an increasingly diverse student population composes complex evolving cultural literacies that forge social bonds and forward innovation and intellectual and civic engagement The Composition Commons reclaims the commons as critical idea and writing classroom activities as essential practices for remaking higher education in the United States **Bringing the**

**Common Core to Life in K-8 Classrooms** Eric Jensen, LeAnn Nickelsen, 2013-12-31 Actively engage students in their own learning Discover strategies to promote student mastery of the Common Core State Standards for English language arts across the curriculum Explore techniques to lead students in close reading activate their background knowledge to prepare them for learning and gain insight into habit formation You ll develop the know how to effectively structure teaching to empower all students



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