

Short Story Rubric

Story	4	3	2	1
Setting/ Scenes	Many vivid , descriptive words are used to tell when and where the story takes place.	Some vivid, descriptive words are used to tell when and where the story takes place.	The reader can figure out when and where the story took place, but the author did not supply much detail.	The reader has trouble figuring out when and where the story took place.
Characters	The main characters are well named and clearly descriptive. A variety of direct and indirect techniques are used. Readers can picture the character clearly as they read.	The main characters are named and described using some direct and indirect techniques. Most readers would have some idea of what the characters looks and acts like.	The main characters are named using a few direct and indirect characterization techniques. The reader knows very little about the characters.	It is hard to tell who the main characters are and there is little or no use of direct or indirect characterization techniques.
Chain of Events	The story is very well organized. Ideas are chronicled well and one scene follows another in logical sequence with clear transitions.	The story is fairly well organized. One idea or scene may seem out of place. Clear transitions are used, but not often enough.	The story is a little hard to follow. The transitions are sometimes not clear and events seem out of order.	Ideas and scenes seem to be randomly arranged and improvement is needed.
Opening Sentence	The opening sentence is well structured and very interesting.	The opening sentence is structured and somewhat interesting.	The opening sentence is structured but unclear.	The opening sentence is unclear or flawed.
Ending	The story builds intensity creativity and the closing contributes to the reader's enjoyment.	The story closes with some awareness of the reader's enjoyment.	The story closes in a matter-of-fact or aimless way.	The story is unfinished.

Total Marks: /20

Outline	4	3	2	1
Characters	All the characters have been explored	All the characters have been explored	Most of the characters have	Some characters have been explored

Short Story Rubric 6th Grade

Drew H. Gitomer

A red circular graphic with a gradient, appearing as a partial circle or a thick arc, located to the right of the author's name.

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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

The Simple 6: A Writing Rubric for Kids Kay Davidson, 2009 *Rubrics* Germaine L. Taggart, Sandra J. Phifer, Judy A. Nixon, Marilyn Wood, 1999-03-28 What is a rubric How can I implement them as evaluation tools How can I make better use of my existing rubrics This bestseller answers these questions providing you with all the necessary information to apply rubrics from the classroom to the administrative office Each chapter stands alone as a practical reference guide The authors cover curriculum evaluation student input into rubrics cross curricular approaches rubric categories specialty rubrics and teacher evaluation Easily adaptable samples as well as plenty of descriptive scenarios will give educators the information and confidence they need to create utilize and evaluate rubrics

Curriculum Design for Writing Instruction Kathy Tuchman Glass, 2004-12-09 Replete with strategies examples and reproducibles this guide is invaluable for any teacher who wants to boost student achievement in writing for any subject or grade level Capturing the Wisdom of Practice Giselle O. Martin-Kniep, 1999 What do professional portfolios consist of Who are their audiences Why should teachers and administrators use them How are they structured In *Capturing the Wisdom of Practice* Giselle Martin Kniep answers these and other questions drawing on her work with more than 3 000 teachers and administrators from 400 school districts Through excerpts from actual portfolios Martin Kniep illustrates how to select a range of artifacts that will lead portfolio developers to evaluate and improve their work She also discusses using portfolios for key purposes learning curriculum development and assessment research and staff development Readers will find many practical strategies for building and using portfolios and learn what conditions are needed for success I am absolutely convinced says Martin Kniep that every professional who uses portfolios in a serious way will become a better teacher or administrator

Designing and Using Rubrics for Reading and Language Arts, K-6 Joan F. Groeber, 2007 A valuable resource for teachers who use authentic assessment to support student learning Helpful for new teachers teachers new to using authentic assessments and experienced teachers looking for new ideas Barbara A Bradley Assistant Professor of Teaching and Leadership University of Kansas An excellent resource for classroom teachers assessment specialists staff developers and curriculum developers The information is comprehensive teacher friendly and easy to use making the book a valuable tool in the classroom Tracy Taylor Callard English Language Arts Teacher Wichita Collegiate School Wichita KS Enhance literacy instruction using a proven assessment tool rubrics Rubrics are essential tools for

providing effective instruction and assessing student achievement Literacy consultant Joan Groeber provides educators with a teacher friendly step by step guide for creating and using rubrics to assess a wide range of literacy skills Groeber s approach helps ensure that students gain a clear understanding of teacher expectations and assume a greater responsibility for their own learning Offering an overview of rubrics as instructional tools with methods and strategies for developing them the revised edition includes Expanded guidelines for creating rubrics More than 40 time saving preconstructed model rubrics covering key literacy skills Rubrics at both primary and intermediate grade levels Strategies for introducing rubrics to students and suggestions for using the rubrics New rubrics that reflect the expanding field of literacy education including information literacy and technology use Using this comprehensive resource teachers can design rubrics to meet their specific classroom needs giving students the opportunity to identify and achieve high levels of performance **Advancing**

Formative Assessment in Every Classroom Connie M. Moss, Susan M. Brookhart, 2010-10-04 Formative assessment is one of the best ways to increase student learning and enhance teacher quality But effective formative assessment is not part of most classrooms largely because teachers misunderstand what it is and don t have the necessary skills to implement it In this practical guide for school leaders authors Connie M Moss and Susan M Brookhart define formative assessment as an active continual process in which teachers and students work together every day every minute to gather evidence of learning always keeping in mind three guiding questions Where am I going Where am I now What strategy or strategies can help me get to where I need to go Chapters focus on the six elements of formative assessment 1 sharing learning targets and criteria for success 2 feedback that feeds forward 3 student goal setting 4 student self assessment 5 strategic teacher questioning and 6 engaging students in asking effective questions Using specific examples based on their extensive work with teachers the authors provide Strategic talking points and conversation starters to address common misconceptions about formative assessment Practical classroom strategies to share with teachers Ways to model the elements of formative assessment in conversations with teachers about their professional learning What if scenarios and advice for how to deal with them and Questions for reflection to gauge understanding and progress As Moss and Brookhart emphasize the goal is not to do formative assessment but to embrace a major cultural change that moves away from teacher led instruction to a partnership of intentional inquiry between student and teacher with better teaching and learning as the outcome Creative Book Reports Jane Feber, 2004 Encourage your students to actively demonstrate their comprehension of both fiction and non fiction with these alternative responses to literature The thirty nine standards based projects in this resource appeal to all types of learners in grades 4 8 Easy to follow directions support you during every step of each project helping you give clear explicit instructions to your students A reproducible rubric for each project helps students at all skill levels understand the grading criteria and gives you an effective tool to easily assess reading comprehension Includes a CD of customizable rubrics that you can adapt for other genres and content area topics Book jacket **Using Understanding by Design in the**

Culturally and Linguistically Diverse Classroom Amy J. Heineke, Jay McTighe, 2018-07-11 How can today's teachers whose classrooms are more culturally and linguistically diverse than ever before ensure that their students achieve at high levels? How can they design units and lessons that support English learners in language development and content learning simultaneously? Authors Amy Heineke and Jay McTighe provide the answers by adding a lens on language to the widely used Understanding by Design framework. UbD framework for curriculum design which emphasizes teaching for understanding not rote memorization. Readers will learn the components of the UbD framework, the fundamentals of language and language development, how to use diversity as a valuable resource for instruction by gathering information about students' background knowledge from home, community, and school; how to design units and lessons that integrate language development with content learning in the form of essential knowledge and skills; and how to assess in ways that enable language learners to reveal their academic knowledge. Student profiles, real-life classroom scenarios, and sample units and lessons provide compelling examples of how teachers in all grade levels and content areas use the UbD framework in their culturally and linguistically diverse classrooms. Combining these practical examples with findings from an extensive research base, the authors deliver a useful and authoritative guide for reaching the overarching goal of ensuring that all students have equitable access to high-quality curriculum and instruction. Teaching Reading in the Middle School Anna J. Small

Roseboro, 2013-12-20 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. *Tools Students Need to Be Skillful Writers* Phyllis

Hostmeyer, 2012-10-23 This sourcebook of sentence-level grammar activities is designed to give students explicit practice and confidence in writing a variety of sentence types effectively. It is a book of practical ideas to be shared by real teachers as they help students to study and practice the craft of writing following standard written English and providing insights into the courtesies of consistent and accurate mechanics, spelling, and usage. *Principles and Practices of Performance*

Assessment Nidhi Khattri, Alison L. Reeve, Michael B. Kane, 1998 This book, which is the result of a research study, demonstrates how to implement performance assessment in a variety of schools and disciplines. **By the Rubric of**

Rhythm, They'll Read Cherie A. Ward M.A.T. B.A., 2022-05-03 *By the Rubric of Rhythm, They'll Read* offers poetry as an alternative approach for teaching children reading below basic to succeed. It opens doors and new horizons for students placed at risk while tapping into their multiple intelligences that standardized tests may have missed. The book discusses the

history of public schooling and the reading literacy paradigm addressing the problem while presenting solutions that stimulate and liberate students minds It is the examination into real world social and interactional contexts while promoting individual agency through oral written visual and the arts while fusing technology at its best Presenting poetry as the spark that will encourage students to learn as they have fun dance and sing the book takes into account their prior knowledge and the cultural capital they bring The author introduces her original lesson plans and programs Lumumba s Playground and Laughing and Learning with Language as vehicles to renegotiate texts for diverse learners to engage educate and entertain

Common Core English Language Arts in a PLC at Work®, Grades K-2 Douglas Fisher, Nancy Frey, 2012-12-04 Explore strategies for integrating the Common Core State Standards for English language arts for grades K 2 in this interdisciplinary resource which focuses on areas of instruction curriculum assessment and intervention You ll also learn how to implement the CCSS within the powerful PLC at Work™ process Critical chapter opening questions guide discussion and help you leverage the CCSS to optimize student learning Word Families - Short Vowels Gr. PK-2 Staci Marck, 2008-02-01 Increase vocabulary sight word recognition and comprehension for beginning readers Our resource is an essential tool to aid students as they begin to read and understand more about the onset and rhyme connection found in word families Add onsets like p and st to rimes like an and op to form words like pan and stop Find the best onset like c to finish the rime like at to match the word cat with its real life picture Match the best rime word like rid to finish the sentence like Get rid of the trash Aligned to your State Standards and written to Bloom s Taxonomy reproducible writing tasks rime onset cards crossword word search comprehension quiz and answer key are also included Targeted Phonics: More Consonants, Blends, and Digraphs: Assessment Guide Book, 2012-04-15 **Discovering New Educational Trends (V3)** Pamela R. Cook, 2019-09-04 This third volume of Discovering New Educational Trends is a textbook of articles and narratives exclusively written to encourage and assist a variety of educational professionals in the disciplines of education health philosophy and psychology It also touches on areas of global awareness humanities and multicultural studies in the social sciences The material and information provided in this text will provide an excellent resource textbook for university coursework and a supplemental reading tool for journal reviews and other assignments It has been specifically designed for educators principals school administrators nutritionists speech pathologists psychologists students teachers and other college and university personnel within a variety of diverse disciplines **Not Intimidating** Anna J. Small Roseboro, 2019-05-12 Teaching genres of fiction non fiction and media need not intimidate new to middle school teachers who may be recent college graduates or veterans transitioning from elementary or high school Here are strategies for designing culturally relevant lessons that include firm and fair grading guidelines plans to teach literary terms specific to various genres and suggestions for selecting appropriate texts that appeal to and expand horizons of diverse students in classrooms across the nation *Comprehension First* Claudia Cornett, 2017-06-30 This book is about designing instruction that makes comprehension the priority in reading and in

content area study The comprehension model described responds to calls from literacy experts and professional organizations for inquiry based instruction that prepares readers to be active meaning makers who are adept at both critical and creative thinking Comprehension First introduces a before during after Comprehension Problem Solving CPS process that helps readers ask key questions so they arrive at a substantial comprehension product big ideas based on themes and conclusions drawn from literary works and expository texts The book further describes how to orchestrate research based best practices to build lessons and units around big ideas and important questions In this age of multiple literacies all of us must learn to be more nimble users of Literacy 2 0 communication tools Mastering problem solving is at the core of this challenge Comprehension First embraces this challenge by inviting present and future teachers to examine WHY and HOW these tools can be used more purposefully to achieve the pre eminent literacy goal of deep comprehension

Measurement Issues and Assessment for Teaching Quality Drew H. Gitomer, 2008-11-06 Offering perspectives focused on the meaningful goal of measuring and assessing teacher quality Measurement Issues and Assessment for Teaching Quality brings together leading researchers and practitioners from the fields of education economics and policy who contribute provocative illuminating and coherent articles that explore key issues surrounding this vital topic Features Provides an in depth examination of three thematic sections Measuring Teaching Quality for Professional Entry Measuring Teaching Quality in Practice Measuring Teaching Quality in Context Includes section summaries by Drew Gitomer that highlight key issues and common themes that tie the articles together Closes with a summary and call to action by Lee Shulman President of The Carnegie Foundation for the Advancement of Teaching Measurement Issues and Assessment for Teaching Quality is must reading for principals educational administrators and policymakers concerned with the dynamics of improving teacher quality

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