

Poetry Rubric

Writing and illustrating a poem.

Name: _____

	BEGINNING 1	DEVELOPING 2	ACCOMPLISHED 3	EXEMPLARY 4	SCORE
Form	Uses an inappropriate poetic form. To few stanzas or stanza length is incorrect.	May use an appropriate poetic form. Fewer than four stanzas of four lines each	Effectively uses an appropriate poetic form. Complete with four stanzas of four lines each.	Creatively uses an appropriate poetic form. Complete with more than four stanzas with four lines each.	
Word Usage	Student's use of vocabulary is very basic.	Student's use of vocabulary is more telling than showing.	Student's use of vocabulary is routine and workable	Student's use of vocabulary is precise, vivid, and paints a strong clear and complete picture in the reader's mind.	
Poetic Techniques (elements)	Uses few poetic Techniques such as figurative language.	Uses some poetic Techniques such as figurative language to reinforce the theme.	Uses poetic techniques such as figurative language to reinforce the theme.	Effectively uses poetic techniques such as figurative language to reinforce the theme.	
Language Conventions (spelling, grammar, punctuation)	May contain frequent and numerous errors in spelling, grammar, and punctuation that interferes with the reader's understanding.	May contain many errors in spelling, grammar, and/or punctuation that may interfere with the reader's understanding.	Has mainly grade level appropriate spelling, grammar, and punctuation; contains some errors that do not interfere with the reader's understanding.	Has grade-level appropriate spelling, grammar, and punctuation; contains few, if any, errors that do not interfere with the reader's understanding.	
Effort	Student's work lacks understanding of the assignment.	Student's work demonstrates some understanding of the assignment.	Student's work demonstrates an understanding of the assignment.	Student's work demonstrates a complete understanding of the assignment and goes beyond the requirements.	
Illustration	Lacks an illustration.	Uses an illustration that may add to the poem's meaning.	Uses an illustration to enhance the poem's meaning.	Effective and creative use of an illustration enhances the poem's meaning.	

Score _____

Grade _____

Teacher Comments _____

Poetry Rubrics For Third Grade

Audrey M. Quinlan



Poetry Rubrics For Third Grade:

Big6, Large and in Charge Annette C.H. Nelson, Danielle N. DuPuis, 2013-03-21 This book helps teachers and teacher librarians effectively collaborate to teach students the concept of the Big6 and complete research projects in meaningful and memorable ways Utilizing the popular and familiar illustrated graphic novel format that appeals to young learners Big6 Large and in Charge Project Based Information Literacy Lessons for Grades 3 6 is a book of collaborative unit plans for teacher librarians and teachers that includes all the reproducible materials needed to implement the units The units are based around the Common Core State Standards AASL Standards for the 21st Century Learner and other national content standards Developed by two library media specialists with extensive experience in creating educational and entertaining lesson plans for teachers the book takes the concept of Big6 a step further by transforming the process into an engaging character who drops in to help students solve the problems The exercises presented are based on interesting realistic situations and are specifically designed to encourage critical thinking Literacy Assessment and Intervention for Classroom Teachers Beverly DeVries, 2017-07-05 The fourth 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 The author thoroughly explores the major components of literacy providing an overview of pertinent research suggested methods and tools for diagnosis and assessment intervention strategies and activities and technology applications to increase students skills Discussions throughout focus on the needs of English learners offering 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 *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 A Collection of Performance Tasks and Rubrics Deborah Blaz, 2001 First Published in 2001 Routledge is an imprint of Taylor Francis an informa company **Creating Readers with Poetry** Nile Stanley, 2004 The message in Creating Readers with Poetry is simple and strong Poetry helps children learn to read In this innovative resource

Nile Stanley offers you teaching techniques that transform reading from a two dimensional world of boredom and frustration into a three dimensional world of voice movement and artistic expression He shows you how poetry supports the teaching of reading and allows students to relax and blossom His mini lessons and engaging activity poems provide standards based reading instruction that also build community confidence and enthusiasm He includes a CD of sung and spoken poetry performed by noted children s poets and students to use as instructional models **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

Collections of Performance Tasks & Rubrics Deborah Blaz,2013-08-06 This book features 68 performance tasks and rubrics all designed to motivate and engage your students Also included are samples of student work to help you apply the rubrics and develop your grading and scoring skills The performance assessments in this book were contributed by teachers like you from all over the country and they include open ended and extended response exercises projects and portfolios behavioral assessments skits debates discussions etc authentic assessments and student self assessments in addition to those administered by teachers *Differentiating Instruction* Cheryll M. Adams,Rebecca Pierce,2006 This easy to use teacher friendly book is a must have for any educator wanting to differentiate instruction in the gifted or regular classroom Tiering lessons is a practical easy and efficient way to ensure the various needs and learning levels of elementary students are met Grades K 5 *Design in Five* Nicole Dimich,2014-09-11 Fully engage learners in your classroom Discover how to create high quality assessments using a five phase design protocol Explore types and traits of quality assessment and learn how to develop assessments that are innovative effective and engaging Evaluate whether your current assessments meet the design criteria and discover how to use this process collaboratively with your team **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

Gamification with Moodle Natalie Denmeade, 2015-10-20 Use game elements in Moodle courses to build learner resilience and motivation About This Book Formulate a Moodle course that acts as a flexible framework ready for your own content Keep learners engrossed and create opportunities for motivation through the concepts of status access and power A resourceful guide to innovative learning using automatic reports assessments and conditional release of activities Who This Book Is For This book has been designed for teachers who to use technology to create more engaging learning experiences for both online learning and in face to face sessions This book will especially appeal to people who are interested in the underlying mechanics of play and games and want to know more about applying these concepts in an educational context It is assumed that you are a teacher and expert in your field have basic computer skills and have access to the Internet What You Will Learn Set up a scoring system using Moodle Gradebook Enable communication and collaboration in your class as a Learning Community using forums Assess your learners abilities by setting up challenges and quests Configure gateways to check and ensure progress before new content or activities are released Create Moodle assignments to provide effective feedback through a comment bank and custom scale Issue Open Badges to recognize achievements and set up an online backpack to share digital badges Reduce anxiety for learners by using the game like concept of Levelling Up In Detail This book describes how teachers can use Gamification design within the Moodle Learning Management System Game elements can be included in course design by using badges rubrics custom grading scales forums and conditional activities Moodle courses do not have to be solo learning experiences that replicate Distance Education models The Gamification design process starts by profiling players and creating levels of achievement towards meeting learning outcomes Each task is defined valued and sequenced Motivation loops are devised to keep the momentum going In a gaming studio this approach would require a team of specialists with a large budget and time frames Preparing for a class rarely has these optimal conditions The approach used in this book is to introduce game elements into the course design gradually First apply gamification to just one lesson and then build up to gamifying a series of lessons over a term Each

example will indicate the difficulty level and time investment Try it out to see what is most effective with your learners and choose wisely in your use of technology By the end of this book you will be able to create Moodle courses that incorporate choice communication challenge and creativity Style and approach An easy to follow guide full of screenshots and step by step instructions with estimated time frames required to accomplish numerous tasks Tips are offered for new Moodlers and plugin extensions are suggested for advanced Moodlers The focus of the book is on why you would want to use each activity rather than detailed technical descriptions

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

Storytown Ride the Edge Theme 3 Grade 5 Harcourt School Publishers, Isabel L. Beck, 2005

Common Core Standards for Elementary Grades 3-5 Math & English Language Arts Amber Evenson, Monette McIver, Susan Ryan, Amitra Schwols, 2013-03-12 Smart implementation of the Common Core State Standards requires both an overall understanding of the standards and a grasp of their implications for planning teaching and learning This Quick Start Guide provides a succinct all in one look at The content structure terminology and emphases of the Common Core standards for mathematics and English language arts in the upper elementary grades The meaning of the individual standards within each of the four ELA literacy strands and five math domains with an emphasis on areas that represent the most significant changes to business as usual How the standards connect across and within strands domains and grade levels to develop foundational language arts literacy and mathematics learning and prepare students for success in the critical middle school years Here teachers of grades 3 5 and elementary school leaders will find information they need to begin adapting their practices to help all students master the new and challenging material contained in the standards A practical lesson planning process to use with the Common Core based on Classroom Instruction That Works 2nd Ed is included along with six sample

lessons LEARN THE ESSENTIALS OF THE COMMON CORE The grade level and subject specific Quick Start Guides in the Understanding the Common Core Standards series edited by John Kendall are designed to help school leaders and school staffs turn Common Core standards into coherent content rich curriculum and effective classroom level lessons

Curriculum-based Assessment Carroll J. Jones, 2008 Although curriculum based assessment CBA has been on the horizon for a number of years there has been a need for a practical classroom based approach for its implementation This second edition is a major revision and update that offers practical and specific methods for developing and using CBAs in an educational setting It gives educators a highly specific step by step approach to building CBAs in the area of reading word recognition reading comprehension content reading mathematics and written expression Each chapter offers detailed easy to read and easy to follow instructions for the assessment construction process To further clarify the process extensive examples are given in table format A unique feature of the text is the manner in which the author illustrates the principles of CBA by providing a case study on one student which is referred to in each chapter Its formative assessment approach gives the teacher additional detailed information about students OCO performance which in turn should guide the type of instruction designed and implemented ultimately leading to higher performance on summative outcome measures Additionally detailed information is provided on subject area CBA construction the creation and implementation of a district wide CBA system for response to intervention and how to use IDEA S response to intervention in student evaluation Language Arts Essentials Gail E. Tompkins, 2006 This new text from the leading name in literacy and language arts has been crafted to provide concise critical information for teaching the language arts backed by the most current and applicable research available The essentials format gives readers the information they need in a price and time conscious way Whether they are learning language arts methods during a practicum course a block course or if they re revisiting the newest most proven strategies as they further their professional development Language Arts Essentials will provide them with the needed background information and strategies Publisher description **Strategies for Building Fluency** Deborah V. Mink, 2009-08-15 A must have resource for improving fluency this easy to use guide features practical research based strategies and supported leveled readings The strategies are organized by grouping situations including whole group small group partner independent and performance Also included is a foreword by fluency expert Timothy Rasinski an invaluable list of Five Things You Can Do Today to Improve Fluency assessment tools and a parent support letter Students can hear a model of fluent reading by listening to one of 3 included Audio CDs that feature recordings of all the passages The Teacher Resource CD includes all of the notebook passages plus bonus passages for extra practice This resource is correlated to the Common Core State Standards 304pp plus 3 Audio CDs and Teacher Resource CD **Writer's Choice Tests with Answer Key and Rubrics Grade 12** McGraw-Hill Staff, 2000-07 *Activities for a Differentiated Classroom Level 6* Wendy Conklin, 2011-02-01 Easily implement grade appropriate lessons suitable for Grade 6 classrooms Based on current research

these easy to use lessons are based on a variety of strategies to differentiate your instruction Activities are included to allow access to all learners Includes interactive whiteboard compatible Resource CD with sample projects templates and assessment rubrics 160pp plus Teacher Resource CD **Classroom Based Assessment** Bonnie Campbell Hill,Cynthia Ruptic,Lisa Norwick,1998

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