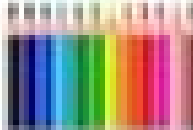


Name _____

6 Traits +1 Rubric

	4	3	2	1
Ideas and Content <i>What my paper is about</i> 	My paper introduced clear, specific details of details that support my topic and hold the reader's attention. A. My topic is timely and meaningful and useful. B. I have a lot of details to truly "show" and not just "tell." C. My details are creative and specific. D. I know what about this topic. My ideas are fresh and original. E. The reader's questions will be answered.	There defined my topic with details to support it. A. My topic is meaningful and useful. B. I have some adequate details. I do some "showing." C. My details are moderately clear and include some specifics. D. I know some about this topic. My ideas are somewhat fresh and original. E. Most of the reader's questions will be answered.	I am beginning to define my topic with some details to support it. A. My topic is too big and I get off topic. B. I have some details. I do a lot of "telling" and not much "showing." C. My details are somewhat clear and general. D. I don't know a lot about this topic. My ideas are not very fresh and original. E. The reader may be left with some questions.	I'm just beginning to figure out what I want to say. It's hard to focus on what my topic is. I don't have many details. A. I am still looking for a topic. My paper may be repetitive. B. I don't have many details. My paper may be too short. C. My details are not clear. D. I don't know enough about the topic. E. The reader is left with many questions.
Organisation <i>The structure and purpose of my paper</i> 	My organization achieved my purpose and held the reader's attention. A. My paper's introduction gave the reader a reason to read it and my conclusion gave a sense of closure. B. I have a thoughtful conclusion. C. My sequencing is logical and effective. D. My pacing is well controlled. E. It flows well. It's original. F. My paper flows smoothly. The reader hardly has to think about it.	My organization is strong enough to get the reader through my paper without too much confusion. A. My paper has an introduction and conclusion. B. My flow from start to end is good. C. My sequencing shows some logic, but sometimes strays from the context of topic. D. My pacing is fairly well controlled. E. It flows a little. It is somewhat original. F. My paper has some smoothly flowing parts, but also a read work.	The organization of my paper is beginning to take shape. A. I am missing an introduction or conclusion. B. I have some transitions. C. My sequencing needs work. D. My pacing needs work. E. It flows a little. It's not original. There are some awkward parts. F. The organization of my paper makes it difficult for the reader to understand the content.	The organization of my paper is really not shaped yet. The reader is confused and confused. A. I am missing an introduction and conclusion. B. I have little or no transitions and my sentences sometimes don't make sense. C. My sequencing needs work. D. My pacing is awkward. E. I have no flow. F. There is little organization making my paper confusing.
Voice <i>The heart and soul of my paper, the voice of the author</i> 	My paper is really full of life with personality. It sounds like someone is really speaking to me. A. The reader feels like I'm talking right to them in an honest and personal way. B. I have taken a risk in my writing. There is spirit and delight throughout my paper. C. My tone and style give focus and texture to my paper. D. I have considered my audience and it shows in my writing.	The individuality of my paper is really there. A. My writing communicates in a strong and meaningful way. B. There are several moments that surprise, delight and move the reader. C. I thought about my style carefully and included some of my feelings about the topic. D. My writing is appropriate for my audience.	The individuality of my paper is there in and out. My thoughts and feelings are clearly showing. A. My writing communicates in a strong and meaningful way. B. There are some moments that surprise, delight and move the reader. C. I thought about my style carefully but didn't include my feelings about the topic and style in general. D. My writing is somewhat appropriate for my audience.	My paper isn't me yet. The reader doesn't know what I really think and feel. A. My paper's voice is kind of awkward. B. My writing is flat and not very interesting. C. I was not concerned with my audience. My writing style doesn't match my audience. D. My writing is flat and awkward. There's no focus on my relationship with my audience.

Student Friendly Six Traits Rubric

Jim Blasingame, John H. Bushman

A red circular graphic with a gradient, appearing as a partial circle or a stylized 'C' shape, located to the right of the authors' names.

Student Friendly Six Traits Rubric:

Scoring Rubrics in the Classroom Judith Arter, Jay McTighe, 2001 A practical guide to more effective assessment for improved student learning Learn how to be more consistent in judging student performance and help your students become more effective at assessing their own learning This book offers a practical approach to assessing challenging but necessary performance tasks like creative writing real world research projects and cooperative group activities Judith Arter and Jay McTighe experts in the field of assessment wrote *Scoring Rubrics in the Classroom* to help you achieve three main goals Clarify the targets of instruction especially for hard to define problem solving Provide valid and reliable assessment of student learning Improve student motivation and achievement by helping students understand the nature of quality for performances and products Each chapter is framed by an essential question and includes illustrative stories practical examples tips and cautions and a summary of key points and recommended resources for further information The resources section contains a wealth of rubrics to adopt or adapt Teachers and administrators will find this an essential resource in increasing teacher effectiveness and student performance

Optimize Your School Lyle Lee Jenkins, 2015-05-06 Lead the change that you want to see in your school Is your school or district heading in the right direction In this essential guide for leaders Lee Jenkins shows how to unite and energize your team as never before while helping your students to love learning and crave achievement A trusted advisor to numerous districts Jenkins knows how to successfully transform school culture for the long term Beginning with an introduction from scholar Michael Fullan each chapter presents compelling insights and strategies for leaders addressing how to Evolve your leadership style to guide empower and serve Apply the principles of continuous strategic improvement as an antidote to win lose approaches to school accountability Develop a healthy positive culture of achievement by deeply engaging your students in their own progress and success Turn to this resource and prepare to lead positive change from the classroom to the staff room and beyond This book creates a whole picture approach to school improvement while shunning the current top down model in favor of a school led plan The approach not only increases school performances but values the school level leadership and instructional faculty Amanda Mayeaux Career Management Specialist Iberville Parish Schools If your district is ready to move from arbitrary to observable from fractured to focused and from silos to systems you've found the book that can move entire organizations from a goal mindset to a growth mindset Lee Jenkins provides common sense strategies that impact the efficiency and effectiveness of our classrooms with a clear focus on student growth In an educational era saturated with the latest remedy for what ails us Lee provides a refreshing cure by offering simple solutions for lasting change Dr Jane Stavem Associate Superintendent for Instruction Lincoln Public Schools Lincoln NE

Empowering Students to Write and Re-write Warren Combs, 2013-09-05 Give your students the confidence to continuously improve their writing In *Empowering Students to Write and Re write Standards Based Strategies for Middle and High School Teachers* author and educator Warren Combs provides teachers with detailed

strategies and lesson plans along with real student writing samples Review true to life scripts for conversations between teachers and students and use or create student friendly response and final evaluation forms Also learn a simple system for setting student expectations to help them reach curriculum standards Combs describes effective routines of formative self assessment and shows teachers how to form a professional learning team with their colleagues using the 6 session professional learning guide Teachers will help their students Self assess their progress with accuracy Revise partial and whole drafts Kindle their innate writing abilities Cultivate a mindset for revision This book is written in a teacher friendly mannger and has practical strategies for the teaching of revision Cindi Rigsbee NC Teacher of the Year

Resources for Student Assessment Peggy Kelly,M. G. Kelly,Jon Haber,2006 Detailed guidelines for creating and choosing reliable tests of technology literacy for various grades as well as case studies and best practices at the site district and state levels School Library Journal

Crafting Writers, K-6 Elizabeth Hale,2008 How do we teach elementary students to independently use the different elements of craft that are discussed and taught in lessons We begin by honoring the reality that terms like voice sentence fluency and writing with detail are descriptions of where we want our students to be not next steps on how to reach those goals In *Crafting Writers K 6* Elizabeth Hale shows us how to identify specific elements of craft when assessing student work and planning instruction and use them to teach students the specific craft techniques that will move them forward as writers Liz offers practical information that teachers can use immediately in their classrooms She also presents a concrete process for noticing craft in writing so teachers can develop and plan craft lessons based on their students writing Learning the techniques that make up good writing also allows teachers to see craft in many different levels of writing a skill that is particularly powerful when conferring with below grade level writers Additional chapters look closely at assessment and classroom management practices like group conferring Most of us know good writing when we read it but writing teachers need to know what makes it work Filled with easy to use charts and practical lessons *Crafting Writers K 6* provides clear insight into identifying and teaching the small elements that make good writing successful

Teaching Writing in Middle and Secondary Schools Jim Blasingame,John H. Bushman,2005 Teaching Writing in Middle and Secondary Schools provides research based and standards based strategies as well as classroom tested activities all in one book Covering the core fundamentals of exemplary practices in the teaching of writing this book demonstrates writing processes and the use of rubrics with authentic samples taken directly from students writing portfolios Readers are also given valuable information on teaching grammar and spelling curriculum planning service learning and community and parental involvement all through the lens of teaching writing

How to Create and Use Rubrics for Formative Assessment and Grading Susan M. Brookhart,2013-01-11 What is a rubric A rubric is a coherent set of criteria for student work that describes levels of performance quality Sounds simple enough right Unfortunately rubrics are commonly misunderstood and misused The good news is that when rubrics are created and used correctly they are strong tools that support and enhance classroom

instruction and student learning In this comprehensive guide author Susan M Brookhart identifies two essential components of effective rubrics 1 criteria that relate to the learning not the tasks that students are being asked to demonstrate and 2 clear descriptions of performance across a continuum of quality She outlines the difference between various kinds of rubrics for example general versus task specific and analytic versus holistic explains when using each type of rubric is appropriate and highlights examples from all grade levels and assorted content areas In addition Brookhart addresses Common misconceptions about rubrics Important differences between rubrics and other assessment tools such as checklists and rating scales and when such alternatives can be useful and How to use rubrics for formative assessment and grading including standards based grading and report card grades Intended for educators who are already familiar with rubrics as well as those who are not this book is a complete resource for writing effective rubrics and for choosing wisely from among the many rubrics that are available on the Internet and from other sources And it makes the case that rubrics when used appropriately can improve outcomes by helping teachers teach and helping students learn

Cultural Literacy for the Common Core Bonnie M. Davis, 2014-07-08 Build your cultural literacy while inspiring deep thoughtful unbiased thinking in students Discover a six step framework for becoming culturally literate that complements the Common Core and encourages students to be at the center of learning Explore how to develop teacher student relationships engage in collaborative conversations and encourage feedback to give voice to the increasingly diverse student body found in today s classrooms

No More "How Long Does it Have to Be?" Jennifer Jacobson, 2023-10-10 In No More How Long Does it Have to Be Fostering Independent Writers in Grades 3 8 author Jennifer Jacobson provides the inspiration and tools to shift from a teacher directed writing program to a student propelled workshop model Drawing on a wealth of Writer s Workshop experience in upper elementary and middle school classrooms Jacobson provides strategies to help you engage and support writers as they discover their voices and take charge of their own learning Jacobson shares tips on how to establish the spaces routines and tone to run a highly productive writing time Building classroom spaces conducive to practicing thoughtful engaging writing Rolling out a streamlined sequence of varied writing activities Leading creative explorations of mentor texts Integrating the riches of mini lessons conferring sharing and publishing Building a workshop curriculum that aligns with your goals and rubrics As she clarifies misconceptions about writing and workshops she serves up an immensely readable blend of activities anecdotes and advice that will energize and inspire your students

Brain-Friendly Strategies for Developing Student Writing Skills Anne Hanson, 2008-10-14 Aligned with core principles of effective instruction this resource provides brain compatible strategies reflection questions and cross curricular writing activities to boost students writing and achievement

Student Friendly Six Traits Rubric Book Review: Unveiling the Power of Words

In some sort of driven by information and connectivity, the ability of words has become more evident than ever. They have the ability to inspire, provoke, and ignite change. Such is the essence of the book **Student Friendly Six Traits Rubric**, a literary masterpiece that delves deep in to the significance of words and their effect on our lives. Written by a renowned author, this captivating work takes readers on a transformative journey, unraveling the secrets and potential behind every word. In this review, we shall explore the book is key themes, examine its writing style, and analyze its overall impact on readers.

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web every day the y works hard to build healthy confident connected and secure children adults families and communities through over 200 afterschool preschool special needs sports camp and youth programs family centers and senior health outreach sites

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