

Name: _____

Date: _____

Second Grade Persuasive Writing Rubric	Excellent (4)	Proficient (3)	Emerging (2)	Needs Improvement (1)
Audience: Uses specific from newspaper	I structured my writing like I was writing to a newspaper editor almost all of the time.	I structured my writing like I was writing to a newspaper editor most of the time.	I structured my writing like I was writing to a newspaper editor some of the time.	I don't really understand what it means to structure my writing like I was writing to a newspaper editor.
Word choice: Uses persuasive words	I used persuasive words almost all of the time.	I used persuasive words most of the time.	I used persuasive words some of the time.	I don't really understand what persuasive words are.
Argument: Provides argument for cause	I provided an argument for my cause almost all of the time.	I provided an argument for my cause most of the time.	I provided an argument for my cause some of the time.	I don't really understand how to provide an argument for my cause.
Evidence: Uses facts to persuade the audience	I used facts to persuade my audience almost all of the time.	I used facts to persuade my audience most of the time.	I used facts to persuade my audience some of the time.	I don't really understand how to use facts to persuade my audience.

Comments:

Form Writing Goal:

Grade 2 Rubric For Persuasive Writing

Christopher Gareis, Leslie W. Grant



Grade 2 Rubric For Persuasive Writing:

Content-Based Curriculum for High-Ability Learners Joyce VanTassel-Baska,2010-07 This newly updated edition provides a solid introduction to curriculum development in gifted and talented education Written by experts in the field of gifted education this text uses cutting edge curriculum design techniques and aligns the core content with national and state standards In addition to a revision of the original chapters the second edition contains new chapters on topics such as second language learning leadership arts curriculum and technology The text identifies the basic principles of curriculum development accelerated learning within the core content areas use of higher order process skills development of creative student products and concept development and learning These techniques are incorporated into a chapter on each core content area language arts mathematics science and social studies as well as world languages and the arts The final chapters focus on the roles of teachers program coordinators and administrators during curriculum design including selecting

resources and materials aligning curriculum and assessing student learning from back cover **Enhancing Instructional Problem Solving** John C. Begeny,Ann C. Schulte,Kent Johnson,2012-05-09 This book presents a schoolwide model of instructional support designed to make the most of available time resources and personnel one that is also fully compatible with other problem solving models such as response to intervention The authors provide a comprehensive and cohesive framework for linking assessment and intervention They show how to interweave evidence based instruction with targeted professional development and other components that support improved learning outcomes for all K 8 students Helpful tables describe dozens of research based assessments and interventions in reading writing and math In a large size format with lay flat binding to facilitate photocopying the volume includes more than 20 reproducible worksheets and forms The companion website features additional reproducibles and supplemental materials for use in conjunction with the book This book is in The Guilford Practical Intervention in the Schools Series **NAGC Pre-K-Grade 12 Gifted Education Programming**

Standards Susan, K. Johnsen,Debbie Dailey,Alicia Cotabish,2022-01-31 The Pre K Grade 12 Gifted Education Programming Standards should be part of every school district s repertoire of standards to ensure that the learning needs of advanced students are being met The new edition of this popular book helps schools understand the updates to the standards which have a renewed emphasis on equity and inclusion The six standards focus on student outcomes in learning and development assessment curriculum planning and instruction learning environments programming and professional learning updated from professional development used in the 2010 version This book details these standards and provides suggestions for implementing each one It also includes sample assessments of student products and performances which will assist schools in developing program and service evaluation benchmarks This book is a must have for school leaders and gifted education professionals who want to offer the most effective services for gifted and advanced students It is a service publication of the National Association for Gifted Children Washington DC This designation indicates that this book has been jointly developed

with NAGC and that this book passes the highest standards of scholarship research and practice Writer's Choice Writing Assessment and Evaluation Rubrics Grade 7 McGraw-Hill Staff,2000-09 **Writer's Choice Writing Assessment and Evaluation Rubrics Grade 12** McGraw-Hill Staff,2000-09 **Writer's Choice Writing Assessment and Evaluation Rubrics Grade 9** McGraw-Hill Staff,2000-09 **Writer's Choice Writing Assessment and Evaluation Rubrics Grade 8** McGraw-Hill Staff,2000-09 **Understanding by Design** Grant P. Wiggins,Jay McTighe,2005 What is understanding and how does it differ from knowledge How can we determine the big ideas worth understanding Why is understanding an important teaching goal and how do we know when students have attained it How can we create a rigorous and engaging curriculum that focuses on understanding and leads to improved student performance in today s high stakes standards based environment Authors Grant Wiggins and Jay McTighe answer these and many other questions in this second edition of Understanding by Design Drawing on feedback from thousands of educators around the world who have used the UbD framework since its introduction in 1998 the authors have greatly revised and expanded their original work to guide educators across the K 16 spectrum in the design of curriculum assessment and instruction With an improved UbD Template at its core the book explains the rationale of backward design and explores in greater depth the meaning of such key ideas as essential questions and transfer tasks Readers will learn why the familiar coverage and activity based approaches to curriculum design fall short and how a focus on the six facets of understanding can enrich student learning With an expanded array of practical strategies tools and examples from all subject areas the book demonstrates how the research based principles of Understanding by Design apply to district frameworks as well as to individual units of curriculum Combining provocative ideas thoughtful analysis and tested approaches this new edition of Understanding by Design offers teacher designers a clear path to the creation of curriculum that ensures better learning and a more stimulating experience for students and teachers alike *Teacher-Made Assessments* Christopher Gareis,Leslie W. Grant,2013-10-11 Assessment is not only a measure of student learning but a means to student learning Teacher Made Assessments guides you in constructing and using your own classroom tests and rubrics to improve student achievement A practical and accessible resource for classroom teachers it will help you make assessment integral to both teaching and learning Powerful Writing Structures Adrienne Gear,2020-02-06 This timely book uses thinking structures to deepen student writing It revolves around brain pockets to help students appreciate the qualities of different writing forms Some powerful examples include memory pockets for personal narrative writing fact pockets for nonfiction and imagination pockets for story writing Detailed lesson plans are featured along with sample anchor books and book lists Based on extensive classroom testing student samples throughout the book illustrate this unique approach to teaching writing Suggestions for setting up an effective writing program and assessment tips for guiding instruction complete this comprehensive approach to developing a year long writing program Middle Grades Research Journal Frances R. Spielhagen,2015-12-01 Middle Grades Research Journal MGRJ is a refereed

peer reviewed journal that publishes original studies providing both empirical and theoretical frameworks that focus on middle grades education A variety of articles are published quarterly in March June September and December of each volume year

Language Disorders from Infancy Through Adolescence - E-Book Rhea Paul,Courtenay Norbury,2012-01-14 Language Disorders from Infancy Through Adolescence 4th Edition is the go to text for all the information you need to properly assess childhood language disorders and provide appropriate treatment This core resource spans the entire developmental period through adolescence and uses a descriptive developmental approach to present basic concepts and vocabulary an overview of key issues and controversies the scope of communicative difficulties that make up child language disorders and information on how language pathologists approach the assessment and intervention processes This new edition also features significant updates in research trends instruction best practices and social skills assessment Comprehensive text covers the entire developmental period through adolescence Clinical application focus featuring case studies clinical vignettes and suggested projects helps you apply concepts to professional practice Straightforward conversational writing style makes this book easy to read and understand More than 230 tables and boxes summarize important information such as dialogue examples sample assessment plans assessment and intervention principles activities and sample transcripts UNIQUE Practice exercises with sample transcripts allow you to apply different methods of analysis UNIQUE Helpful study guides at the end of each chapter help you review and apply what you have learned Versatile text is perfect for a variety of language disorder courses and serves as a great reference tool for professional practitioners Highly regarded lead author Rhea Paul lends her expertise in diagnosing and managing pediatric language disorders Communication development milestones are printed on the inside front cover for quick access Chapter objectives summarize what you can expect to learn in each chapter Updated content features the latest research theories trends and techniques in the field Information on autism incorporated throughout the text Best practices in preliteracy and literacy instruction The role of the speech language pathologist on school literacy teams and in response to intervention New reference sources Student Professional Resources on Evolve include an image bank video clips and references linked to PubMed

[Middle Grade Assessments](#) Linda Karges-Bone,2000-12 Includes reproducible rubrics checklists and assessment tools for all curriculum areas A glossary of terms planning questions student contract and assessment journal are also part of this comprehensive resource

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

Houghton Mifflin Reading James David Cooper,John J. Pikulski,2003 Presents a practical approach to creating an assessment based literacy classroom Includes assessment for initial placement and instructional planning ongoing informal

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Houghton Mifflin English ,2004 *Illinois Standards Achievement Test Sample Writing Materials* ,1999 **Classroom Assessment** Peter W. Airasian,2001 Airasian presents complex concepts clearly so that pre service teachers can understand them and solidly grounds these concepts in best practice through practical real well integrated examples He talks to not at users The text conceives of classroom assessment in a broader way than many other texts It focuses not only on the assessment needs of testing grading interpreting standardized tests and performance assessments but also on assessment concerns in organizing a classroom at the start of school planning and implementing instruction and strategies of teacher self reflection It views classroom assessment as an everyday ongoing integral part of teaching not something that is separated from life in classrooms The text is organized in a manner that follows the natural progression of teacher decision making from organizing the class as a learning community to planning and conducting instruction to the formal evaluation of learning and finally to grading

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