

## Project

|                                                                | Needs Improvement                                                                                                                                                       | Beginning                                                                                                                                                                             | Developing                                                                                                                                    | Mastery                                                                                                                                                     |
|----------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|
| I used my time wisely.                                         |  I didn't work hard, used resources inefficiently.                                     |  Often off task                                                                                      |  Occasionally off task                                     |  Dedicated, efficient, appropriate and resource-aware throughout project |
| I was focused and worked hard during the project.              |  Often off task and unmotivated                                                        |  Struggled to remain focused                                                                         |  Occasionally off task or unmotivated                      |  Consistently focused and working hard                                   |
| I came to class prepared with all of my materials every day.   |  Never prepared to work on project                                                     |  Often left no project items                                                                         |  Occasionally left materials at home                       |  Always prepared to work on project                                      |
| I worked on all independently.                                 |  I work well with others but independently and completely related to home to guidance. |  I struggled to work independently, but was often be motivated and work a good effort with pressure. |  I usually worked independently, but needed encouragement. |  I consistently work well independently.                                 |
| I listened to my teacher's suggestions throughout the project. |  Did not ask for feedback.                                                             |  I listened but with listening to feedback.                                                          |  I used teacher feedback, however, I made decisions.       |  Listened questions and used feedback to push my learning.               |

Total \_\_\_\_/100

# Biography Project Rubric

**Nanthalia W. McJamerson, Ph. D.**

## **Biography Project Rubric:**

The Parallel Curriculum in the Classroom, Book 2 Carol Ann Tomlinson, Sandra N. Kaplan, Jeanne H. Purcell, Jann H. Leppien, Deborah E. Burns, Cindy A. Strickland, 2005-09-08 Based on the Parallel Curriculum Model this book provides curriculum units in social studies science art and language arts for use in primary elementary middle and high school settings

**Academic Language in Diverse Classrooms: English Language Arts, Grades 3-5** Margo Gottlieb, Gisela Ernst-Slavit, 2013-09-27 This title offers guidance to educators in how to target academic language in planning for student learning as states undergo the implementation of the Common Core and corresponding English language proficiency standards in preparation for the upcoming consortia led assessments

**Teaching for Intellectual and Emotional Learning (TIEL)** Christy Folsom, 2009-01-16 Responsibility compassion and self direction are the kind of balanced common sense characteristics that both teachers and students should develop Yet in an environment of high stakes testing common sense and educational balance are often lost amidst constant test preparation Teaching for Intellectual and Emotional Learning TIEL A Model for Creating Powerful Curriculum will help teachers and teacher educators meet their goals of mastery in basic skills and content knowledge as well as intellectual and social emotional development Sharing the experiences of real teachers who changed their teaching and helped their students understand their learning and develop skills of self direction and collaboration Folsom introduces a powerful visual model that helps teachers develop standards based curriculum that includes social emotional learning New ways of planning lessons and developing project based units that focus on developing thinking skills and social emotional learning are presented The TIEL model makes the fundamental intellectual and social emotional processes that underlie effective teaching and learning accessible to teacher educators teachers and students in gifted special and general education

Developing and Assessing Personal and Social Responsibility in College Robert D. Reason, 2013-12-05 In 2007 wanting to expand higher education's civic engagement conversation the Association of American Colleges and Universities launched the Core Commitments Initiative That initiative focused attention on personal and social responsibility as outcomes of a college education with the understanding that such a focus would return American higher education to its historical purpose of preparing active and engaged citizens Expanding the conversation this way leaves room for behavioral measures like voting or hours spent in community service but also opens our understanding of citizenship to include issues of civic identity civic attitudes personal integrity and ethics This volume explores the research and practice related to the development of personal and social responsibility in college drawing data directly from institutions that were part of the Core Commitments Initiative and providing instructive examples of good practice at both the programmatic and institutional levels This volume is the 164th volume of the Jossey Bass quarterly report series New Directions for Higher Education Addressed to presidents vice presidents deans and other higher education decision makers on all kinds of campuses it provides timely information and authoritative advice about major issues and

administrative problems confronting every institution  
**Reconstructing Lives** Nanthalia W. McJamerson, Ph.D., 2016-02-11 This author is onto something groundbreaking by combining literature counseling education and critical thinking Dr Jean Kerney Educational Consultant Chillicothe Ohio The students and I experienced shocking revelations as they researched their selected celebrities As an Instructor I saw students were excited about learning that each celebrity they chose had a story which inspired drive to reach their glory Students had taken it at face value that these people's lives were always perfect Secondly I think this curriculum project gave students much needed advice Advice impacts differently when it comes from someone you idolize It gave these freshmen ideas of how to handle college and how to navigate issues in their lives Most importantly this project allowed students to exhale they now know whatever their struggles they are not alone Dr Jessie Broussard Researcher and Instructor University of Louisiana Lafayette When I was introduced to the Reconstructing Lives Project I was delighted to have a new way to assess my students comprehension of teaching theories Teacher candidates thought the theories were boring however they eventually found that connecting theories to their icons and later to themselves was meaningful The majority of my students felt the redemption that it brought them They didn't write it all in their papers rather they came to my office and explained what the project meant to them personally What surprised me most in 10 years of using the Project was the fact that it was not only a measure of student learning but also a measure of how much I could teach them about theory about my life and about their own life success Dr Felicie Barnes Professor of Education Retired Grambling State University Companion Workbook available at [www.amazon.com/RE-MAKE-AN-ICON-SO-YOU-CAN-PRODUCE-ONE](http://www.amazon.com/RE-MAKE-AN-ICON-SO-YOU-CAN-PRODUCE-ONE)

**Drowning in Data?** Mary E. Shea, Rosemary Murray, Rebecca Harlin, 2005 Drowning in Data outlines best practices for ongoing assessment that help you both plan instruction for your students and determine how much and how well they are learning Mary Shea Rosemary Murray and Rebecca Harlin offer an overarching framework for assessment as well as a specific implementation plan CARP Collect Analyze Report Plan is a clear concise assessment system that frames the goals and objectives of assessment while TWIN is a specific portfolio based means to show evidence of Thinking Work samples In the classroom benchmarks and Norm referenced or other standardized achievement testing Together CARP and TWIN simplify assessment by breaking it down into manageable chunks while at the same time making information readily available to plan your teaching or substantiate student achievement  
**Information Skills Toolkit** Debra Kay Logan, 2000 Presents a collection of Collaborative Integrated Skills lessons grouped by broad curricular area and theme including basic skill lessons social studies language arts science math and assessment and includes assessment check sheets and rubrics

**Collaborating to Meet Standards** Toni Buzzeo, 2007-08-15 Provides an introduction to collaboration including a history and overview of the movement practical suggestions for implementing the collaborative process and ideas for overcoming common roadblocks to collaboration  
**Becoming a Middle Level Teacher** Cathy Vatterott, 2007 Becoming A Middle Level Teacher outlines an approach to student focused instruction that can provide greater academic success for the most

students and at the same time assist early adolescents in navigating the difficult transition of puberty. With over 50 learning activities in language arts, social studies, science, math, art, music, and physical education from 20 practicing middle school teachers, the text is full of examples of actual programs and practices from several outstanding middle schools.

**Teaching Writing** Gail E. Tompkins, 2008 Accessible and reader friendly this is the definitive book on teaching writing to children in grades K-8. The only title on the market to thoroughly address both the process and the product of writing. Covers strategies for teaching prewriting, drafting, revising, editing, and publishing through writing workshops, literature focus units, and thematic units. Techniques for helping children develop ideas, organize writing, choose vocabulary, apply stylistic devices, and correct mechanical errors. And five levels of scaffolded composition instruction modeled shared, interactive, guided, and independent writing. Addressing Process and Product NEW A Writing Workshop CD is now included in every copy of the book. It gives you specific insight into classroom teaching in a workshop model illustrating both the writing process and product.

Meeting Individual Student Needs NEW How to Address Struggling Writers' Problems this step by step analysis explains what issues cause writers to struggle, provides clear examples of the problem, and clarifies the steps to take to help writers overcome their obstacles. Planning for Accountability NEW Preparing for Writing Tests this new feature will help you prepare students for high stakes testing by clearly defining each type of writing, providing prompts to generate a writing sample, and outlining possible pitfalls writers may face when writing in this specific genre.

**Science**, 2001 *Harcourt Science: Physical science [grade] 6, units E and F, teacher's ed*, 2000 *Mathematics Teaching in the Middle School*, 2008-08

**Harcourt Science: Earth science, [grade] 5, Units C and D, teacher's ed**, 2000 *Journal of Biblical Literature*, 1984 **The English Teacher's Companion** Jim Burke, 2008 Teachers and teacher educators asked for the latest research on literacy, more information about national standards, ways to consider gender in instruction, advice for teaching Advanced Placement classes, ideas for teaching media literacy, and incorporating technology effectively into instruction, even more resources for mentoring new teachers, analysis of how trends in society, culture, and politics impact teachers and their classrooms. And Jim delivers. He has revamped his introductory chapters on literacy learning to include up-to-the-minute thinking from the field and he has incorporated lists of key standards and helpful suggestions for reaching them. His practical strategies turn recent findings on literacy and gender into well-designed research-based instruction and his ideas help you meet the very different needs of AP students by understanding their goals and providing them with appropriate challenges.

*Reflections* HSP, 2004-05 Part of the History social science series created to follow the California standards and framework, providing stories of important people, places, geography, and events.

**Partnerships for Lifelong Learning** Lesley S. J. Farmer, 1999 Would you like to optimize the impact of library services in your school? Be proactive and make educational partnerships happen. In this essential guide, Farmer presents techniques, guidelines, and examples for growing and nurturing educational relationships. By exploring the issue of partnerships as well as current educational challenges and

their impact on the roles of school community members Farmer shows how to deal with contemporary educational goals and gaps She then discusses the benefits and costs of educational partnerships Included are detailed models of partnership plans that work The entire school community needs to work collaboratively in order to meet the educational challenges of the 21st century You can be the leader with this book     *Prentice Hall World Explorer: Eastern Hemisphere Heidi Hayes Jacobs, Brenda Randolph, Michal LeVasseur, Yvonne S. Gentzler, 2003*     *Illinois Chemistry Teacher ,2006*

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