

Autobiography Rubric

CATEGORY	4	3	2	1
Introduction	The introduction is inviting.	The introduction is not particularly inviting to the reader.	The introduction does not adequately preview the events included in the autobiography & it is not particularly inviting to the reader.	Writing an introduction or the autobiography was attempted.
Organization (Sequence of Events)	Events are placed in logical order & the way they are presented effectively keeps the interest of the reader.	Events are placed in a logical order, but it is evident that events were not included from the Life Map Assignment.	Some events are not in a logical order & this distracts the reader.	Many events are not in a logical order. There is little sense that the writing is organized. The Life Map was not used as a graphic organizer for this assignment.
Conventions (Grammar & Spelling)	Writer makes 1-2 errors in grammar or spelling.	Writer makes 3-4 errors in grammar or spelling.	Writer makes 5 errors in grammar or spelling.	Writer makes more than 5 errors in grammar or spelling that distract the reader from the content.
Content (Accuracy of Facts)	All supportive facts (Life Map) are reported accurately.	Almost all supportive facts (Life Map) are reported accurately.	Most supportive facts (Life Map) are reported accurately.	No facts are reported or most are inaccurately reported.

Autobiography Writing Rubric

Barry Raebeck

Autobiography Writing Rubric:

Teaching Writing With Rubrics Laura A. Flynn, Ellen M. Flynn, 2004-03-29 What a gift I used your book from the first day Using your guidelines I am now developing my own units and rubrics Rebecca Kennerly Student Resident Teacher Program University of New Mexico Take the guesswork out of writing instruction and assessment The step by step instructions scheduling guidelines lesson plans rubric assessments and reproducible forms in this guide are the result of years of research planning and fine tuning in the classroom Inspiring student creativity while addressing standards and meeting the needs of every student has never been so easy Special features include Step by step instructions on how to set up a classroom writing program Eleven comprehensive classroom tested lesson plans Methods for adapting rubrics for high school students gifted students English Language Learners and students with learning disabilities Strategies for evaluating every step of the writing process from pre writing to final draft How to incorporate Six Trait Writing Discover the excellent writing your students can produce when provided with a rubric and challenged to do their best Once you have used the strategies and materials in this guide you may wonder how you ever got along without them *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 KSEnhance 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 *Standards-based Activities with Scoring Rubrics: Performance-based portfolios*, 2002

Lesson Plans & Assessments for the California Writing Standards, 1999 *Open Letter*, 1995 *Writing to Read*
Matthew D. Cunningham, 1995 **Intregrated Performance Assessment Teacher's Manual with Assessment Forms**

Farr,Roger C. Farr,1997 **Teaching Life Writing Texts** Miriam Fuchs,Craig Howes,2008 The past thirty years have witnessed a rapid growth in the number and variety of courses and programs that study life writing from literary philosophical psychological and cultural perspectives The field has evolved from the traditional approach that biographies and autobiographies were always about prominent people historically significant persons the nobility celebrities writers to the conception of life writing as a genre of interrogation and revelation The texts now studied include memoirs testimonios diaries oral histories genealogies and group biographies and extend to resources in the visual and plastic arts in films and videos and on the Internet Today the tensions between canonical and emergent life writing texts between the famous and the formerly unrepresented are making the study of biography and autobiography a far more nuanced and multifarious activity This volume in the MLA series Options for Teaching builds on and complements earlier work on pedagogical issues in life writing studies Over forty contributors from a broad range of educational institutions describe courses for every level of postsecondary instruction Some writers draw heavily on literary and cultural theory others share their assignments and weekly syllabi Many essays grapple with texts that represent disability illness abuse and depression ethnic sexual and racial discrimination crises and catastrophes witnessing and testimonials human rights violations and genocide The classes described are taught in humanities cultural studies social science and language departments and are located in among other countries the United States Great Britain Canada Australia Germany Eritrea and South Africa *Writing and Grammar: Communication in Action* Pearson/Prentice Hall,Joyce Armstrong Carroll,2004 The Rubrics Way David G. Lazear,1998 With this resource teachers will learn to step beyond the boundaries of the traditional linguistic mathematical paradigm of assessment In the new brain based assessment paradigm instruction and assessment are two sides of a single coin Using MI based rubrics is the key to building authentic and intelligence fair assessments Provided here are 80 MI based rubrics guidelines which can be applied and adapted to students performances using the various intelligences 240 questions to ask when evaluating or assessing students MI based performances and the content material assessed 240 questions to ask students about their MI based performances to confirm their understanding of the required content material real classroom examples of MI based assessment and rubrics which have been used by teachers and more 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 theprocessand theproductof 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 AddressingProcess and Product NEW AWriting Workshop CD now included in every copy of the bookgives you specific insight into classroom teaching in a workshop model illustrating both the writing process and product

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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 *Race, Gender, Region* Frank Davey,1995

Exploration ,1973 *Auto/biography Studies* ,2004 *The Teacher's Gradebook* Barry Raebeck,2002 In this book Raebeck shares the grading strategies that he uses so successfully with his own students Ample discussion is given to not only grading techniques but also to other important issues for the educator interested in the philosophy and ethics of grading Written for teachers by a teacher this concise straightforward and practical book will help your own gradebook look quite different

Language Arts Workshop Nancy Frey,Douglas Fisher,2006 Language Arts Workshop Purposeful Reading and Writing Instruction presents a manageable way of organizing instruction exploring a gradual release of responsibility through meaningful experiences in all areas of need for literacy development including oral language spelling vocabulary word study fluency and comprehension Like an apprenticeship novice readers and writers learn a craft under the guidance of a skilled and knowledgeable teacher Through the language arts workshop students read and write everyday spending time working with their teacher collaborating with peers and working independently Learn to model successful language arts teaching for your students Workshop format addresses the diverse learning needs of students including English language learners students with disabilities and students who read at above or below grade level to support early intervention or response to intervention programs Predictable chapter organization clarifies the workshop approach and framework Authentic examples from successful classrooms engage readers and model effective language arts instruction A strong focus on assessment grounds the instruction and a compendium of assessment tools prepares readers to drive their own classroom *Reading and Writing Sourcebook* Robert A. Pavlik,Richard G. Ramsey,2000 Program designed for struggling readers and provides direct reading and writing instruction using high interest literature **Building the Primary Classroom** Toni S. Bickart,Judy R. Jablon,Diane Trister Dodge,1999 Building the Primary Classroom puts the best elements of classroom management and curriculum content together in one concise volume

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