Powerpoint High School Research Project Rubrics

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What Successful Mentors Do Cathy D. Hicks 2004-11-17 Be the best mentor you can be with these state-of-the-art strategies! How can you relate all of your teaching experience to a new teacher? Working from decades of experience, the authors of this guide offer sensible strategies to help mentors help new teachers. The authors synthesize theory and practice to show mentors how to: Increase new-teacher support, success, and retention Guide teachers in their relationships and classroom strategies Improve their own mentoring approach Avoid common mentoring pitfalls

How to Write Persuasively Today Carolyn Davis 2010-02-26 This book is a step-by-step guide to harnessing the power to persuade in a variety of forms of writing. • A wealth of original documents provides examples of solid persuasive writing, from essays, articles, sermons, advertising, and other sources • Includes an annotated bibliography of print and electronic resources

Using Technology with Classroom Instruction that Works Howard Pitler 2012 Technology is ubiquitous, and its potential to transform learning is immense. The first edition of Using Technology with Classroom Instruction That Works answered some vital questions about 21st century teaching and learning: What are the best ways to incorporate technology into the curriculum? What kinds of technology will best support particular learning tasks and objectives? How does a teacher ensure that technology use will enhance instruction rather than distract from it? This revised and updated second edition of that best-selling book provides fresh answers to these critical questions, taking into account the enormous technological advances that have occurred since the first edition was published, including the proliferation of social networks, mobile devices, and web-based multimedia tools. It also builds on the up-to-date research and instructional planning framework featured in the new edition of Classroom Instruction That Works, outlining the most appropriate technology applications and resources for all nine categories of effective instructional strategies: * Setting objectives and providing feedback * Reinforcing effort and providing recognition * Cooperative learning * Cues, questions, and advance organizers * Nonlinguistic representations * Summarizing and note taking * Assigning homework and providing practice * Identifying similarities and differences * Generating and testing hypotheses Each strategy-focused chapter features examples--across grade levels and subject areas, and drawn from real-life lesson plans and projects--of teachers integrating relevant technology in the

classroom in ways that are engaging and inspiring to students. The authors also recommend dozens of word processing applications, spreadsheet generators, educational games, data collection tools, and online resources that can help make lessons more fun, more challenging, and--most of all--more effective.

Preparing the Next Generation of Oral Historians Barry Allen Lanman 2006 Preparing the Next Generation of Oral Historians is an invaluable resource to educators seeking to bring history alive for students at all levels. The anthology opens with chapters on the fundamentals of oral history and its place in the classroom, but its heart lies in nearly two dozen insightful personal essays by educators who have successfully incorporated oral history into their own teaching. Filled with step by step descriptions and positive student feedback, these chapters offers practical suggestions on creating curricula, engaging students, gathering community support, and meeting educational standards. Lanman and Wendling open each chapter with thoughtful questions that guide readers, whether unfamiliar with oral history or seeking to refine their approach, in applying the examples to their own classrooms. The bibliography of further resources at the anthology's close provides interested educators with all the information necessary to transform their lessons and show their students' history's power as a living force within their own lives and communities.

Guiding Students from Cheating and Plagiarism to Honesty and Integrity Ann Lathrop 2005 Argues for a change in school culture from one that tolerates cheating to one in which every effort is made to support honesty and offers practical ideas that can be used in the classroom or at home.

Flip Your Classroom Jonathan Bergmann 2012-06-21 Learn what a flipped classroom is and why it works, and get the information you need to flip a classroom. You'll also learn the flipped mastery model, where students learn at their own pace, furthering opportunities for personalized education. This simple concept is easily replicable in any classroom, doesn't cost much to implement, and helps foster self-directed learning. Once you flip, you won't want to go back!

Smart Teaching Ronald Fitzgerald 2006 With heightened requirements being placed on the performance of schools, educators are under pressure to demonstrate continuous improvement in students. Obviously some students are more apt to learn and show improvement than others. But the challenge facing educators comes from teaching those that do not readily show improvement, and then identifying what is causing their problems. Research indicates that the developing brains of youngsters often learn in different ways u struggling students are not necessarily poor learners, just unable to process the information as it was presented. By understanding the different ways in which studentse brains learn, and maintaining carefully recorded data of efforts, teachers can effectively teach students in the way most befitting their personal needs, which will result in demonstrated improvement and higher test scores. Smart Teaching: Using Brain Research and Data to Continuously Improve Learning can help any educator grow and expand a system that will make teaching more effective and more fun. Of course, that system should be pursued on a school-wide and district-wide basis as well as in individual classrooms. That is the positive requirement that is the foundation of the national No Child Left Behind program. More important, every student and every family has a right to expect such pursuit of quality in every classroom. the very simple system components of this book are derived from many resources - neuroscience, cognitive research projects, and observation of practice and results in K-12

and adult classrooms. This user-friendly guidebook contains many charts and diagrams to effectively convey the information in an easy-to-use format. the result is a tested and successful teaching system presented in a convenient yet powerful guide that will lead educators to bring about improvement.

Grading for Equity Joe Feldman 2018-09-25 "Joe Feldman shows us how we can use grading to help students become the leaders of their own learning and lift the veil on how to succeed. . . . This must-have book will help teachers learn to implement improved, equity-focused grading for impact." --Zaretta Hammond, Author of Culturally Responsive Teaching & The Brain Crack open the grading conversation Here at last—and none too soon—is a resource that delivers the research base, tools, and courage to tackle one of the most challenging and emotionally charged conversations in today's schools: our inconsistent grading practices and the ways they can inadvertently perpetuate the achievement and opportunity gaps among our students. With Grading for Equity, Joe Feldman cuts to the core of the conversation, revealing how grading practices that are accurate, bias-resistant, and motivational will improve learning, minimize grade inflation, reduce failure rates, and become a lever for creating stronger teacher-student relationships and more caring classrooms. Essential reading for schoolwide and individual book study or for student advocates, Grading for Equity provides A critical historical backdrop, describing how our inherited system of grading was originally set up as a sorting mechanism to provide or deny opportunity, control students, and endorse a "fixed mindset" about students' academic potential—practices that are still in place a century later A summary of the research on motivation and equitable teaching and learning, establishing a rock-solid foundation and a "true north" orientation toward equitable grading practices Specific grading practices that are more equitable, along with teacher examples, strategies to solve common hiccups and concerns, and evidence of effectiveness Reflection tools for facilitating individual or group engagement and understanding As Joe writes, "Grading practices are a mirror not just for students, but for us as their teachers." Each one of us should start by asking, "What do my grading practices say about who I am and what I believe?" Then, let's make the choice to do things differently . . . with Grading for Equity as a dog-eared reference.

Standards-based Activities with Scoring Rubrics: Performance-based portfolios Jacqueline Glasgow 2002

How Students Learn National Research Council 2005-01-28 How Students Learn: Science in the Classroom builds on the discoveries detailed in the best-selling How People Learn. Now these findings are presented in a way that teachers can use immediately, to revitalize their work in the classroom for even greater effectiveness. Organized for utility, the book explores how the principles of learning can be applied in science at three levels: elementary, middle, and high school. Leading educators explain in detail how they developed successful curricula and teaching approaches, presenting strategies that serve as models for curriculum development and classroom instruction. Their recounting of personal teaching experiences lends strength and warmth to this volume. This book discusses how to build straightforward science experiments into true understanding of scientific principles. It also features illustrated suggestions for classroom activities.

Famous Inventors & Inventions Speedy Publishing 2014-09-30 Famous inventors and the inventions they develop is a fascinating area of historical study that is usually far too advanced for young children. However, a Famous Inventors &

Inventions Picture Book breaks that information down in a way that is interesting and engaging to young boys and girls. Instead of pages and pages of text that makes no sense to them, children can see a picture of the inventor alongside the invention they created. This helps to begin laying the foundation for this knowledge in children at a young age and may even spark their interest and imagination in this area.

Rebuilding Research Writing Nanci Werner-Burke 2014-02-24 Our students must become skilled at finding answers and using information to succeed in college, careers, and daily life. Using inquiry, writing, and technology to infuse passion into the classroom research paper motivates students and results in deeper learning. In this practical, research-based book, authors Werner-Burke, Knaus, and DeCamp encourage you to toss the old index cards and jump-start the classroom research paper so that it is more meaningful, manageable, and effective. Explore innovative ways to help students find engaging topics, collect and evaluate information, and write, rethink, and revise to truly impact their audience. The book is filled with tools and student samples to help you implement the ideas in your own classroom. Special Features: Clear connections to the Common Core State Standards Ready-to-use classroom handouts for different stages of the research process A handy appendix featuring a sample research project timeline and rubric Helpful examples of real student work and assessments Research-based foundations that guide and inform how the process unfolds and why it works

Critical Literacy and Urban Youth Ernest Morrell 2015-07-22 Critical Literacy and Urban Youth offers an interrogation of critical theory developed from the author's work with young people in classrooms, neighborhoods, and institutions of power. Through cases, an articulated process, and a theory of literacy education and social change, Morrell extends the conversation among literacy educators about what constitutes critical literacy while also examining implications for practice in secondary and postsecondary American educational contexts. This book is distinguished by its weaving together of theory and practice. Morrell begins by arguing for a broader definition of the "critical" in critical literacy – one that encapsulates the entire Western philosophical tradition as well as several important "Othered" traditions ranging from postcolonialism to the African-American tradition. Next, he looks at four cases of critical literacy pedagogy with urban youth: teaching popular culture in a high school English classroom; conducting community-based critical research; engaging in cyber-activism; and doing critical media literacy education. Lastly, he returns to theory, first considering two areas of critical literacy pedagogy that are still relatively unexplored: the importance of critical reading and writing in constituting and reconstituting the self, and critical writing that is not just about coming to a critical understanding of the world but that plays an explicit and self-referential role in changing the world. Morrell concludes by outlining a grounded theory of critical literacy pedagogy and considering its implications for literacy research, teacher education, classroom practice, and advocacy work for social change.

Assessing Student Learning Linda Suskie 2010-07-30 The first edition of Assessing Student Learning has become the standard reference for college faculty and administrators who are charged with the task of assessing student learning within their institutions. The second edition of this landmark book offers the same practical guidance and is designed to meet ever-increasing demands for improvement and accountability. This edition includes expanded coverage of vital assessment topics such as promoting an assessment culture,

characteristics of good assessment, audiences for assessment, organizing and coordinating assessment, assessing attitudes and values, setting benchmarks and standards, and using results to inform and improve teaching, learning, planning, and decision making.

Integrated Approach to Technology in Education in India Amina Charania 2022-06-23 This book explores the evolution of Integrated approach to Technology in Education (ITE), an initiative of Tata Trusts in India, and the many innovative ways in which it has helped enrich the learning process and fostered new skills for young people, especially those living in challenging environments. The book offers an in-depth look into authentic, creative and project-based learning experiences that have been facilitated by using technology in education in different settings in India, with case studies about opportunities and challenges of implementing ITE in the tribal pockets of West Bengal and Maharashtra, madrasas in West Bengal, government schools in rural Assam and sites in Uttar Pradesh. It examines the viability and sustainability of using ITE and other digital methods to address the complex education needs of children and address the challenges in the professional development of teachers. It also highlights the creative use of inquiry, project-based collaborative learning and distance education technologies during the pandemic in government-run schools. This book will be of interest to teachers, students and researchers of education, education technology, ICT and education, digital education and information technology. It will also be useful for educators, policymakers, educational institutions, EdTech start-ups and NGOs in the education sector.

MORE Best Practices for Elementary Classrooms Randi Stone 2009-09-04 In this sequel to Randi Stone's Best Classroom Practices, award-winning elementary teachers showcase their best strategies for classroom management, instruction, involving parents, and making inclusion work.

Expanding Opportunities to Link Research and Clinical Practice JoAnne Ferrara 2017-03-01 This volume in the Research in Professional Development Schools book series considers the role professional development schools (PDSs) play in expanding opportunities for linking research and clinical practice. As in past volumes of this series, PDS practitioners and researchers make a compelling case for the power of micro?level initiatives to change practice. Contributors share ideas to expand PDS work beyond site?specific contexts to include a broader macro?level agenda for clinical practice. Authors hope to inspire large scale PDS reform through replication of successful initiatives featured in this volume. Evoking change is not easy. Nonetheless, series editors and contributors conclude that PDSs generate a critical mass of PK-16 educators willing to form partnerships to address enduring educational dilemmas. This volume represents a cross section of PDS stakeholders engaged in research along with innovative projects that uncover the richness of clinical practice. Higher education faculty, school practitioners, and preservice teachers featured in these chapters explore the ways PDSs deepen clinical practice while enriching teaching and learning. We begin with the discussion by Beebe, Stunkard, and Nath on the National Association for Professional Development School's (NAPDS's) role to support teacher candidates' clinical practice through the cooperative efforts of university and school?based personnel. The authors explain NAPDS' history and advocacy over the years to promote a context for schooluniversity partnerships to thrive and expand. As the premier association guiding the work of collaborative P-12/higher education partnerships, we welcome the insightful perspectives provided.

Assessing Middle and High School Social Studies & English Sheryn Spencer-Waterman 2013-10-02 For middle and high school teachers teachers of social studies and English, this book is filled with examples of instructional strategies that address students' readiness levels, interests, and learning preferences. It shows teachers how to formatively assess their students by addressing differentiated learning targets. Included are detailed examples of differentiated formative assessment schedules plus tips on how to collaborate with others to improve assessment processes. Teachers will learn how to adjust instruction for the whole class, for small groups, and for individuals. They will also uncover step-by-step procedures for creating their own lessons infused with opportunities to formatively assess students who participate in differentiated learning activities.

Distance Education for Teacher Training Hilary Perraton 2002-03-11 First published in 2002. Routledge is an imprint of Taylor & Francis, an informa company.

School, Family, and Community Partnerships Joyce L. Epstein 2018-07-19 Strengthen family and community engagement to promote equity and increase student success! When schools, families, and communities collaborate and share responsibility for students' education, more students succeed in school. Based on 30 years of research and fieldwork, this fourth edition of a bestseller provides tools and guidelines to use to develop more effective and equitable programs of family and community engagement. Written by a team of well-known experts, this foundational text demonstrates a proven approach to implement and sustain inclusive, goal-oriented programs. Readers will find: Many examples and vignettes Rubrics and checklists for implementation of plans CD-ROM complete with slides and notes for workshop presentations

Your First Year As a High School Teacher Lynne Marie Rominger 2009-03-25 Survive & Thrive in the Classroom From Day One! Teaching high school students is the toughest job you'll ever love. Of course, often it is an acquired love. You must learn to manage your students' education and play parent, counselor, police officer, and mentor. Wow! Now relax—it doesn't have to be overwhelming. With a little preparation you can ensure that you and your students get the most out of your time in the classroom and enjoy it! Full of real-world advice and answers for the complex issues facing today's high school teachers, this down-to-earth and witty book will teach you how to create an atmosphere of cooperation, learning, and respect within your classroom. Use this helpful guide as your personal mentor to achieve a successful and satisfying career as a high school teacher. Earn straight A's your first year by knowing how to: ·Create an attention-grabbing and interactive teaching environment ·Manage difficult students and unique teenage problems ·Communicate, educate, and have fun with your students ·Balance the demands of old-school administrators and pushy parents ·Fairly assess, grade, and evaluate students ·Develop effective and engrossing lesson plans "Straightforward, up-to-date, and engaging. I've seen a lot of resource books for new teachers, and this is the best of the bunch." —Wendell Geis, continuing education administrator, University of California, Davis

The High-Performing School Mardale Dunsworth 2010-03-01 This book supports mathematics education reform. and brings the rich world of education research and practice to pre-K-12 educators. Designed for accessibility, each chapter is broken down into important questions. For each question, the authors provide ba

Classroom Teaching Skills James M. Cooper 2013-01-01 Designed for beginning teachers, CLASSROOM TEACHING SKILLS, Tenth Edition, conceptualizes the effective teacher as a reflective decision maker, responsible for planning, implementing, evaluating, and making management decisions in the classroom. Each chapter considers a particular teaching skill, first discussing the theory behind it, and then presenting the reader with practice situations in which knowledge about the skill can be applied and evaluated. The Tenth Edition continues to address the importance of core InTASC standards (matched with learning objectives for each chapter), while incorporating more extensive coverage on technology, Common Core State Standards, and working with English Language Learners. In addition, new Voices from the Classroom and Case Study features help readers better understand the issues they may encounter as teachers. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

Teaching English for Academic Purposes (EAP) in Japan Rachael Ruegg 2018-03-09 This book focuses on appropriate English for Academic Purposes instructional concepts and methods in the Japanese context. It investigates a variety of pedagogical techniques, addressing the fundamental academic English skills – listening, speaking, reading and writing – as well as assessment and materials development. All the research included was conducted in Japanese university settings, thus shedding new light on the effective implementation of EAP teaching and learning activities with Japanese learners of English. This book is of interest to anyone working in an EAP context at the secondary or tertiary level, especially those which include Japanese learners.

Developing Critical Cultural Competence Jewell E. Cooper 2011-08-31 "This book shows you how to provide professional development for teachers that deepens their cultural understanding and includes activities for translating new knowledge into action. Companion website available"-- Provided by publisher.

Introduction to Rubrics Dannelle D. Stevens 2013-04-30 This new edition retains the appeal, clarity and practicality that made the first so successful, and continues to provide a fundamental introduction to the principles and purposes of rubrics, with guidance on how to construct them, use them to align course content to learning outcomes, and apply them in a wide variety of courses, and to all forms of assignment. Reflecting developments since publication of the first edition, the authors have extended coverage to include: * Expanded discussion on use of rubrics for grading * Grading on-line with rubrics * Wider coverage of rubric types (e.g., holistic, rating scales) * Rubric construction in student affairs * Pros and cons of working with "ready-made" rubrics * Using rubrics to improve your teaching, and for SoTL * Use of rubrics in program assessment (case study) * Application of rubrics in the arts, for study abroad, service learning and students' independent learning * Up-dated literature review

How to Assess Authentic Learning Kay Burke 2009-10-07 Create assessments that meet state standards and target students' learning needs! In this revised edition of her bestseller, Kay Burke provides a wide range of easy-to-implement alternative assessments that address today's accountability requirements. Designed for use across all content areas, these formative assessments are rooted in the language of state standards and emphasize differentiating instruction to meet students' diverse learning needs. Updated research and examples help K-12 teachers: Build Response to Intervention checklists for struggling students Develop unit plans using differentiated learning and

assessment strategies Create portfolios that emphasize metacognition Design performance tasks that motivate and engage students Construct rubrics that describe indicators of quality work Create tests that focus on higher-order thinking skills

STEM Student Research Handbook Darci J. Harland 2011 This comprehensive resource for STEM teachers and students, outlines the various stages of large-scale research projects, enabling teachers to coach their students through the research process. This handbook provides enough detail to embolden all teachersOCoeven those who have never designed an experiment on their ownOCoto support student-researchers through the entire process of conducting experiments."

How to Create and Use Rubrics for Formative Assessment and Grading Susan M. Brookhart 2013-01-01 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.

Handbook of Research on Professional Development for Quality Teaching and Learning Petty, Teresa 2016-06-16 As educational standards continue to transform, it has become essential for educators and pre-service teachers to receive the support and training necessary to effectively instruct their students and meet societal expectations. However, there is not a clear consensus on what constitutes teacher effectiveness and quality within the education realm. The Handbook of Research on Professional Development for Quality Teaching and Learning provides theoretical perspectives and empirical research on educator preparation and methods for enhancing the teaching process. Focusing on teacher effectiveness and support provided to current and pre-service educators, this publication is a comprehensive reference source for practitioners, researchers, policy makers, graduate students, and university faculty.

Differentiating Assessment in Middle and High School English and Social Studies Sheryn Spencer-Waterman 2013-09-27 This book by Sheryn Spencer Waterman follows the bestselling Handbook on Differentiated Instruction for Middle and High

Schools. With numerous examples and strategies, it is an all-inclusive manual on assessing student readiness, interests, learning and thinking styles. It includes examples of Pre-, Formative and Summative assessments Informal and formal assessments Oral and written assessments Project and performance assessments Highly structured and enrichment assessments for struggling to gifted students Assessment tools and rubrics

Preparing the Next Generation of Oral Historians Barry A. Lanman 2006-05-11 Preparing the Next Generation of Oral Historians is an invaluable resource to educators seeking to bring history alive for students at all levels. The anthology opens with chapters on the fundamentals of oral history and its place in the classroom, but its heart lies in nearly two dozen insightful personal essays by educators who have successfully incorporated oral history into their own teaching. Filled with step by step descriptions and positive student feedback, these chapters offers practical suggestions on creating curricula, engaging students, gathering community support, and meeting educational standards. Lanman and Wendling open each chapter with thoughtful questions that guide readers, whether unfamiliar with oral history or seeking to refine their approach, in applying the examples to their own classrooms. The bibliography of further resources at the anthology's close provides interested educators with all the information necessary to transform their lessons and show their students' history's power as a living force within their own lives and communities.

From Standards to Rubrics in Six Steps Kay Burke 2006-04-12 Kay Burke provides a detailed six-step walk-through for creating successful student learning tasks and assessment rubrics linked to state standards and NCLB. A CD-ROM with templates is included.

How Learning Works Susan A. Ambrose 2010-04-16 Praise for How Learning Works "How Learning Works is the perfect title for this excellent book. Drawing upon new research in psychology, education, and cognitive science, the authors have demystified a complex topic into clear explanations of seven powerful learning principles. Full of great ideas and practical suggestions, all based on solid research evidence, this book is essential reading for instructors at all levels who wish to improve their students' learning." —Barbara Gross Davis, assistant vice chancellor for educational development, University of California, Berkeley, and author, Tools for Teaching "This book is a must-read for every instructor, new or experienced. Although I have been teaching for almost thirty years, as I read this book I found myself resonating with many of its ideas, and I discovered new ways of thinking about teaching." —Eugenia T. Paulus, professor of chemistry, North Hennepin Community College, and 2008 U.S. Community Colleges Professor of the Year from The Carnegie Foundation for the Advancement of Teaching and the Council for Advancement and Support of Education "Thank you Carnegie Mellon for making accessible what has previously been inaccessible to those of us who are not learning scientists. Your focus on the essence of learning combined with concrete examples of the daily challenges of teaching and clear tactical strategies for faculty to consider is a welcome work. I will recommend this book to all my colleagues." —Catherine M. Casserly, senior partner, The Carnegie Foundation for the Advancement of Teaching "As you read about each of the seven basic learning principles in this book, you will find advice that is grounded in learning theory, based on research evidence, relevant to college teaching, and easy to understand. The authors have extensive knowledge and experience in applying the science of learning to college teaching, and they graciously share it with you in this organized and

readable book." —From the Foreword by Richard E. Mayer, professor of psychology, University of California, Santa Barbara; coauthor, e-Learning and the Science of Instruction; and author, Multimedia Learning

Tech Out Your Classroom Amy Prosser 2016-01-22 This book walks the educator through six technology-rich, customizable projects aligned to Common Core and ISTE Standards. Beginning with a look at the objectives, the author then presents subject-specific recommendations for tailoring the project to fit English, math, science, social studies, foreign language or art classrooms. A discussion of applicable technology tools accompanies each project, followed by step-by-step guidance, grading considerations, examples and tips on troubleshooting.

So You Want to be a Wildlife Biologist? United States. Forest Service. Intermountain Region. Wildlife Management Office 1980

Understanding by Design Grant P. Wiggins 2005-01-01 Presents a multifaceted model of understanding, which is based on the premise that people can demonstrate understanding in a variety of ways.

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.

How to Give Effective Feedback to Your Students, Second Edition Susan M. Brookhart 2017-03-10 Properly crafted and individually tailored feedback on student work boosts student achievement across subjects and grades. In this updated and expanded second edition of her best-selling book, Susan M. Brookhart offers enhanced guidance and three lenses for considering the effectiveness of feedback: (1) does it conform to the research, (2) does it offer an episode of learning for the student and teacher, and (3) does the student use the feedback to extend learning? In this comprehensive guide for teachers at all levels, you will find information on every aspect of feedback, including • Strategies to uplift and encourage students to persevere in their work. • How to formulate and deliver feedback that both assesses learning and extends instruction. • When and how to use oral, written, and visual as well as individual, group, or whole-class feedback. • A concise and updated overview of the research findings on feedback and how they apply to today's classrooms. In addition, the book is replete with examples of good and bad feedback as well as rubrics that you can use to construct feedback tailored to different learners, including successful students, struggling students, and English language learners. The vast majority of students will respond positively to feedback that shows you care about them and their learning. Whether you teach young students or teens, this book is an invaluable resource for guaranteeing that the feedback you give students is engaging, informative, and, above all, effective.

Assessment in Science Maureen McMahon 2006 If you want the latest research about assessment techniques that really work, you want Assessment in Science. This collection of informative, up-to-date reports is by authors who are practicing K – 12 classroom teachers and university-based educators and researchers. Working in teams, they tried out and evaluated different assessment approaches in actual classrooms. The research is sound, but that doesn't mean it's hard to grasp. The book stays true to its title by capturing practical lessons in accessible language. As the introduction notes, the reports feature "classroom testing stories, standards-based assessment techniques, teaching-testing dilemmas, portfolio struggles and triumphs, and knowledge of the research on assessment." The 18 chapters are structured for ease of comprehension, moving from a detailed description of how the research was carried out, to research finding, to concrete implications for the classroom. There is also a "Links to Standards" box and resources list in each chapter. Included throughout are 28 tables and 25 figures, some of which are classroom rubrics teachers can actually use. Though it's enlightening for classroom teachers at all levels, Assessment in Science is also ideal for curriculum supervisors and professors who teach science education, and anyone else who needs to know what's most current in proven assessment techniques.