

## Bio Poem Rubric

Name \_\_\_\_\_

Date \_\_\_\_\_

Class/Hour \_\_\_\_\_

CATEGORY	20	15	10	5	Score
<b>Followed Directions</b>	Student followed all directions for the bio poem.	Student followed most directions for the bio poem.	Student followed a few of the directions for the bio poem.	Student did not follow directions for the bio poem.	
<b>Capitalization &amp; Punctuation</b>	All capitalization is correct. All punctuation is correct and consistent in the poem.	Most capitalization is correct. There is only 1 mistake. All punctuation is correct, but there is some inconsistent patterns in punctuation.	Several mistakes in capitalization. There are 2-3 errors. Most punctuation is correct. There are 1-2 errors.	Many mistakes in capitalization in the bio poem. There are more than 2 errors in punctuation.	
<b>Content</b>	Content shows a high level of creativity and originality. Excellent word choice throughout the entire poem.	Content shows some creativity and good word choices throughout most of the poem.	Content shows little creativity and some good word choices.	No creativity and little use of good word choices.	
<b>Spelling</b>	All spelling is correct.	Most spelling is correct. There is one error.	There are two spelling errors.	There are more than two spelling errors.	
<b>Neatness</b>	Poem is neat and pleasing to read. Font choice, color choice, and size choice are outstanding.	Poem is neat, but may be difficult to read because of poor choice of font, color or size.	Poem is neat but is difficult to read because of two of the following choices: font, color, or size.	Poem is not typed or is very difficult to read because of poor choices of font, color and size.	
<b>Total Score</b>					
<b>Comments</b>					

# 3rd Grade Biopoem Rubric

**Larry Ainsworth, Jan Christinson**



### **3rd Grade Biopoem Rubric:**

*The House on Mango Street (Study Guide)* LessonCaps,2012-08-13 Following Common Core Standards this lesson plan for Sandra Cisneros *The House on Mango Street* is the perfect solution for teachers trying to get ideas for getting students excited about a book BookCaps lesson plans cover five days worth of material It includes a suggested reading schedule discussion questions essay topics homework assignments and suggested web resources This book also includes a study guide to the book which includes chapter summaries overview of characters plot summary and overview of themes Both the study guide and the lesson plan may be purchased individually buy as a combo however and save Inspired English Lorraine LaCroix,2005 Lorraine LaCroix presents a teacher s guide to teaching middle school and high school English and building literacy skills in even the most reluctant readers **The Learning-to-write Process in Elementary Classrooms** Suzanne Bratcher,2012-07-26 This text models for teachers how to help children learn and write by establishing comfort with writing building confidence and developing competence Several themes run through the learning to write process presented in this text Writing is communication Writing is a powerful tool for learning How children feel about their writing and themselves as writers affects how they learn to write Teachers are coworkers with students children from many backgrounds can learn to write together The text synthesizes what we know about how children learn how we write and what we write into a process of teaching children to write It is intended to serve as a starting place for developing theories of how to best teach writing

**Student-generated Rubrics** Larry Ainsworth,Jan Christinson,1998 The model guides students to develop task specific rubrics for evaluating their own and their peers work **Getting to the Common Core** Sharon L. Spencer,Sandra Vavra,2015-01-01 The Common Core Standards have recently been adopted in most states across the nation and teachers are in the process of getting to the core of these standards Teaching to standards is not a new concept teachers have adapted to new standards every few years for quite some time And teachers are adaptable as can be seen in this book We are writing this book to demonstrate how teachers use research based strategies to meet Common Core Standards while still focusing on students Our goal is to help teachers visualize students in action as other teachers describe the implementation of research based strategies in their own classrooms show student work samples and provide reflections of student success in achieving the standards Many Common Core Standards books focus on the standards but our approach focuses on strategies that engage the students in the classroom showing how different teachers at varying grade levels have used the strategies to meet the standards With this focus we believe that teachers gain a new and positive perspective on approaching the new standards and see the flexibility of strategies for meeting standards across subject areas We have examined research on the strategies with the purpose of giving teachers a brief description of why these strategies work before giving actual examples from classrooms We also work closely with teachers in the public schools and have our finger on the pulse of what is happening in the public schools one of the current stressors being unpacking the Common Core Standards This book actually

focuses on practice We begin by laying out a rationale in our first chapter The Core Value s of Education Then each chapter focuses on a strategy including 1 a brief description about the research supporting each strategy and 2 several examples from different grade levels which include a description of how the strategy was used student work samples and a reflection on the use of the strategy The research descriptions are fairly short because while we believe professional educators aka teachers in this case should know the research that supports practice we know they are not typically interested in long diatribes about the research

**The Perfect Norm** Sandra Vavra, Sharon L. Spencer, 2009-02-01 Our goal in writing this book was to validate teachers for strong efforts in their life s work We often observe teachers frustrations with what they perceive to be a multitude of different hot topics in education that they must attend to now but which they expect to come and go like the last hot topics So we wanted to help readers see similarities between many of these hot topics differentiation multiple intelligences culturally responsive teaching brain friendly strategies authentic assessment and ethical classroom management which we feel are not flashes in the pan And we trust that serious practitioners will not oversimplify the findings of neuroscientists and their application to education Reading studies and books by scientists a number of which are user friendly can help ensure that teachers separate the hype from credible information We have seen this professionally judicious approach in the work of graduate students Kolinski 2007 in adopting brain friendly strategies We have intentionally packed both theoretical research based and practical information in this book because professional educators want to know why they should use certain approaches models and strategies In turn as professionals we should be able to explain why we teach the way we do not to justify but to educate others about our knowledge based reflective decision making processes and the impact on student learning Thus it is important to read Chapter 1 because it lays a foundation Each succeeding chapter 2 6 has unique and compelling twists and turns chock full of ideas to use or to adapt It is possible to gain lots of ideas processes and strategies from reading and implementing or adapting even one of the unit chapters or a part of it While some of the units are explicitly about literacy others focus on content using reading writing speaking and listening as critical in the learning process Thus literacy skills are reinforced and strengthened Additionally some of our colleagues and public school partners have given us feedback that they wanted to implement some of the units and activities themselves So feel free to use this book for self exploration and professional development

Resources in Education , 1998-07 User-Centered Assessment Design ,

**Practical Ideas to Wrap Up the Year** Caren Cameron, Kathleen Gregory, Colleen Politano, Joy Paquin, 2005-01-01 The third book in the Voices of Experience series Grades 4 8 is for the end of the year when you are wrapping things up in your classroom The author s best ideas are presented in four activity based sections Relationships how to build successful and respectful relationships Organization how to establish a safe and orderly environment Assessment how to involve students in their own assessment Reliables how to keep your students active and engaged

**Designing and Using Tools for Educational Assessment** Madhabi Chatterji, 2003 This text is intended for the large group of non

measurement professionals who need to know about creating assessment tools and using them for decision making Teachers administrators and instructional support personnel will find that this book provides a balanced treatment of design validation and use of assessment tools for varied learning outcomes and needs This treatment includes traditional and alternative assessments The book is straightforward and applied with minimal statistical content Numerous examples case studies tables figures and a Web site with chapter highlights and exercises support the applied focus of this book Psychologists or those involved with educational psychology

Conquering InfoClutter Meg Ormiston, 2004 Infoclutter a great term to describe the information overload we experience each day This book provides us with practical tips and tricks for learning to manage this information for a variety of purposes from personal productivity to information literacy for an audience of teachers students and parents From the Foreword by Kathy Schrock Maximize technology to minimize wasted time Technology has changed the face of education A vast amount of information is at our fingertips however if we don't know how to find sift through organize and manage it effectively it becomes overwhelming and useless This straightforward guide provides teachers and administrators with the skills required to successfully harness the power of technology to improve instruction and save time Well organized and easy to read Conquering InfoClutter is packed with self assessments stories and examples try out activities focus questions action plans and professional development tips which reinforce the invaluable ideas provided From charts and screen shots to online resource referrals and a companion Website the book will increase your proficiency productivity and peace of mind with technology This helpful manual features practical tips on how to Quickly find the information you need online Organize and manage electronic files for easy retrieval and reuse of existing resources Capitalize on email for efficient parent student communication Manage technology in the classroom and integrate it into the curriculum Create your own Web site and share information with colleagues

**Elementary Social Studies** June R. Chapin, 2009 Elementary Social Studies A Practical Guide 7 e is designed to focus on central concerns in teaching social studies in a standards based environment This is a brief text which enables teachers to successfully implement a social studies curriculum with concepts strategies and values relevant to elementary and middle grades

Language Arts Marjorie R. Hancock, 2007 CD ROM contains a database of information on thousands of children's literature titles which helps you find titles for a lesson unit or read aloud or for one specific reader User can search by topic author genre or title Software must be installed from CD

*Reading to Learn in the Content Areas* Judy S. Richardson, Raymond F. Morgan, 2003 Book helps teachers promote reading for understanding and enable their students to become autonomous learners Combining discussion of theory with successful strategies and practical applications Richardson and Morgan show how to develop children's appreciation of reading as an active learning tool for every subject they study

Bio Poems Grade 3-8 bent paik, 2020-08-02 Funny Gift for your Kid A bio poem is a simple poem written about a person and it follows a predictable pattern You can have students write Bio Poems about themselves or they can write about famous historical figures book characters people they

admire and so on This free poetry lesson includes directions graphic organizers a Bio Poem planning page a sheet of decorative writing paper and a sample bio poem to share with students Benefits of this Bio Poem Journal for kids helpful to give students an opportunity to brainstorm ideas they might include great time to become engaged with your kid Improved Comprehension Skills Increase Knowledge And Develop Their Interest This activity makes a great back to school icebreaker but it can also be at other times during the year Buddy Bio Poems includes complete directions a sample poem

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### **3rd Grade Biopoem Rubric Introduction**

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web paris 1891 paris 1934 the french collector paul guillaume belonged to a generation of parisian art dealers who became interested in cubism just before world war i his collection today known as the jean walter and paul guillaume collection is held at the musée de l orangerie in paris

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web after his death his wife domenica married architect jean walter and continued guillaume s collection selling his most extreme paintings and acquiring impressionist paintings after her own death this collection of 20th century paintings became part of the musée de l orangerie in paris

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