

3rd Grade Fairy Tale Landscape Rubric



	4	3	2	1	0
Depth _____	Created advanced depth by using atmospheric perspective (colors), large vs. small objects, and placement. Utilized foreground, middle ground and background.	Created basic depth by using at least 2 of the 3 techniques listed in the 4 category. Only used foreground and background.	Created very little depth with prompting. Only used 1 of the depth techniques listed in category 4 and required prompting to do so.	Could not create a drawing with depth without assistance. Did not use any techniques to create depth on own.	Did not create the illusion of depth, even with assistance.
Details _____	Included excellent details without prompting from story, including a horizon line, proper texture, fairy tale characters, value and shading, background details from story, etc.	Included basic details without prompting such as a horizon line, simple textures and background details. Did not at value or shading to drawing.	Included very little details. Required prompting to include any basic details such as a horizon line.	Required constant assistance to add details. Could not think of them on own. No horizon line included.	Did not create details in drawing, even with assistance.
Colors _____	Used appropriate colors to the subject matter in landscape without prompting. Varied pressure on colored pencils and blended different colors together to create variety of textures and values.	Used appropriate colors to subject matter in landscape without prompting. Attempted to create a small variety of textures and values with colored pencils, but may have required some assistance.	Used minimal colors to create landscape. Did not create a variety of textures and values; very flat colored landscape.	Required constant assistance to use correct colors or only used 1-2 colors. Did not create different textures or values with colored pencils.	Did not add color to landscape, even with assistance.
Creativity _____	Created a unique and individual landscape. Did not copy from others' ideas or drawings.	Created a relatively unique landscape. Eyes may have wandered to others' papers but kept self on track most of time without assistance.	Needed reminding to keep eyes on own paper and create own picture. Parts of landscape represent others' drawings.	Required constant reminding to not copy or had to be moved to sit by self. Drawing resembles a direct copy of another students'.	Did not create an individually creative landscape, even with assistance.
Correlation to Story _____	Landscape accurately represents the natural elements described in story. Included small details that related to specific story, such as paw prints in snow or candy trail behind people.	Landscape represents the basic elements described in story. May have required a small amount of assistance to include story-specific details.	Needed assistance to envision proper landscape for background. Did not include any story-specific landscape details.	Needed constant assistance to relate drawing to story. End product barely represents the proper landscape from the story or could pass for a landscape from a different story.	Did not create a correlating landscape, even with assistance.
Craftsmanship _____	Did not finish too early or require extra time. Utilized class time appropriately. Took time to do a proper drawing and coloring job. Included all criteria, including name, on drawing.	Finished a little early but still did a good job. May have had to been reminded once or twice to stay on track. Had to be reminded to put name on paper.	Finished too early or required an extra day to finish. Could have included more details had more time been spent. Did not put name on paper, even with reminding.	Finished extremely early and refused to work more or required more than one extra day. Did not put name on paper, even after paper was put in "No Name" bin.	Did not complete a landscape drawing at all, even with assistance.

Total Points: _____ / 24 = _____ %

3rd Grade Fairytale Rubric

Judith Arter, Jay McTighe



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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 40 Rubrics & Checklists Adele Fiderer, 1999 Help students achieve their best with expert forms of measuring reading and listening comprehension story character analysis personal experience essays and more Illustrations throughout **Great Performances** Larry Lewin, Betty Jean Shoemaker, 1998 This book presents an approach to developing performance assessments It begins with four steps for Info In and moves to four Info Out modes through which students can make their content understanding explicit for evaluation purposes The first chapter is an overview of performance assessment in the classroom Chapter 2 discusses the Info In model and the key processes of reading listening manipulating and viewing Chapter 3 explores the first Info Out mode visual representations Chapters 4 5 and 6 examine the three additional Info Out modes writing oral presentations and large scale substantive projects and performances The final chapter summarizes strengths and weaknesses of classroom based performance assessments An appendix contains the Oregon Writing Scoring Guide for middle school Contains 64 figures and 23 references SLD *Writer's Choice Tests with Answer Key and Rubrics Grade 12* McGraw-Hill Staff, 2000-07 Collections of Performance Tasks & Rubrics Deborah Blaz, 2013-08-06 This book features 68 performance tasks and rubrics all designed to motivate and engage your students Also included are samples of student work to help you apply the rubrics and develop your grading and scoring skills The performance assessments in this book were contributed by teachers like you from all over the country and they include open ended and extended response exercises projects and portfolios behavioral assessments skits debates discussions etc authentic assessments and student self assessments in addition to those administered by teachers The Common Core Companion: Booster Lessons, Grades 3-5 Leslie Blauman, 2015-07-14 Skill building through potent instruction day by day In these much anticipated sequels to The Common Core Companion Janiel Wagstaff and Leslie Blauman provide a collection of connected lessons and formative writing

assessments that bring Monday to Friday clarity to the task of integrating reading and writing with ELA standards In each volume the 50 lessons are divided into five week long learning sequences addressing key literacy goals A best practice glossary If Then charts unit planning calendars and other tools round out these essential references both in book and online Follow each sequence and week by week you ll build the instructional potency to help students achieve a year s worth of growth as you integrate Writing Narratives with Identifying Sensory Words in Text Research with Identifying Topic and Details Opinion Writing with Close Reading for Text Evidence Comparing and Contrasting with Publishing Using Digital Tools Informative Writing with Use of Text Features **Differentiation That Really Works** Cheryll M. Adams, Rebecca L.

Pierce, 2021-09-03 Differentiating requires more than just a simple bag of tricks Teachers need to have concrete strategies if they want to provide choice and challenge for all learners in their classroom The strategies included in this book were chosen based on their ease of implementation and modification In addition they all encourage student engagement provide inherent opportunities for differentiation and are appropriate for multiple grade levels Differentiation That Really Works provides time saving strategies and lesson ideas created and field tested by practicing professionals in their own heterogeneous classrooms These lessons can be used as written or can be modified to meet the needs of a particular classroom The book also provides templates that can be used to develop new lessons using each strategy These strategies including exit cards choice boards cubing graphic organizers learning contracts and tiered lessons help pave the way to a differentiated classroom that meets all students needs Grades 3-5 Storytown Ride the Edge Theme 3 Grade 5 Harcourt School Publishers, Isabel L. Beck, 2005

Parallel Curriculum Units for Language Arts, Grades 6-12 Jeanne H. Purcell, Jann H. Leppien, 2009-08-25 The Parallel Curriculum Model PCM holds the power to help students and teachers see the whole of what they are learning We invite practitioners to read more about this model and join us on a professional journey that we believe will yield that joy and wisdom that comes from seeing the whole To address the varying needs of teachers across the K-12 grade span as well as different content areas we decided to create a series of curriculum units based on PCM that could be used by practitioners It is our hope that the lessons not only underscore important and discipline specific content but also illuminate the four parallels in unique and enduring ways From the Introduction Design exemplary language arts lessons based on the Parallel Curriculum Model Want to create rigorous learning opportunities for students in language arts based on a deeper understanding of pedagogy and curriculum design As demonstrated in the best selling book The Parallel Curriculum the Parallel Curriculum Model PCM allows teachers to determine student performance levels and design intellectual challenges that help students develop expertise in specific subject areas Parallel Curriculum Units for Language Arts Grades 6-12 provides sample language arts units written by practicing teachers to demonstrate what high quality curriculum looks like within a PCM framework Covering a variety of topics including narrative voice literary criticism and writing original pieces these field tested units each contain Teacher rationales explaining the unit design Connections to concepts skills and national

or state standards Step by step directions for delivering the lessons and unit Modification strategies assessments and reproducibles Use these examples to design your own units and deepen your understanding of how the PCM framework helps tailor curriculum to the abilities interests and learning preferences of each learner **Writer's Choice Writing**

Assessment and Evaluation Rubrics Grade 12 McGraw-Hill Staff,2000-09 **Text Structures From Fairy Tales**

Gretchen Bernabei,Judi Reimer,2018-12-28 Standardized tests and college essay prompts demand that students produce quality analytical writing about abstract concepts But how do you actually teach this kind of writing Award winning authors Gretchen Bernabei and Judi Reimer make it easy and fun This book includes 35 engaging lessons that give students just the focused practice they need to craft effective analytical writing for any situation Centered on classic fairy tales and designed for students of all ages each lesson includes a writing prompt accompanied by a planning framework Students write a truism select or create a text structure and write a kernel essay that serves as scaffolding for a detailed rhetorical piece With practice students move from depending on teacher guidance to becoming autonomous analytical writers The teacher friendly layout and built in flexibility of the book empower you to Use each fairy tale lesson for reading for writing or for both Cluster lessons around a particular literacy concept or use each as a standalone lesson Pair fairy tales thematically with other readings Customize the text structure options to meet the needs of your individual students Encourage students to create their own text structures Teach students simple ways to expand their ideas into detailed rich essays Additional ideas for how to use the lessons a complete collection of text structures craft lessons on revision and a list of conversation strategies are also included Put Text Structures From Fairy Tales to work in your classroom and soon your students will be writing happily ever after **Scoring Rubrics in the Classroom** Judith Arter,Jay McTighe,2001 A practical guide to more effective

assessment for improved student learning Learn how to be more consistent in judging student performance and help your students become more effective at assessing their own learning This book offers a practical approach to assessing challenging but necessary performance tasks like creative writing real world research projects and cooperative group activities Judith Arter and Jay McTighe experts in the field of assessment wrote Scoring Rubrics in the Classroom to help you achieve three main goals Clarify the targets of instruction especially for hard to define problem solving Provide valid and reliable assessment of student learning Improve student motivation and achievement by helping students understand the nature of quality for performances and products Each chapter is framed by an essential question and includes illustrative stories practical examples tips and cautions and a summary of key points and recommended resources for further information The resources section contains a wealth of rubrics to adopt or adapt Teachers and administrators will find this an essential resource in increasing teacher effectiveness and student performance **Curriculum Design for Writing**

Instruction Kathy Tuchman Glass,2004-12-09 Replete with strategies examples and reproducibles this guide is invaluable for any teacher who wants to boost student achievement in writing for any subject or grade level **Connecting Brain Research**

with Effective Teaching Mariale Melanson Hardiman, 2003 Offers educators practical use of recent brain research through the Brain Targeted Teaching model an instructional framework that guides teachers in the planning implementation and assessment of a program of instruction

Aligning Standards and Curriculum for Classroom Success Daniel M. Perna, James R. Davis, 2006-08-04 The authors have designed a process that respects the teacher's professionalism and works to collaborate with stakeholders in a discussion about standards and possible educational outcomes without becoming mechanical From the Foreword by Fenwick W English Create a standards based instructional plan that works In recent years educational reform has required standards based instruction and high levels of accountability from schools To cope with an overcrowded and often overwhelming curriculum educators need a way to meet the challenge of translating standards into effective teaching and learning *Aligning Standards and Curriculum for Classroom Success* provides teachers with the tools and strategies they need to plan instruction that meets state and national standards This updated revised edition includes the latest research about standards and curriculum design expanded coverage of the development of criterion standards increased attention to assessment and new sample instructional plans It also features A structured dialogue process to help stakeholders reach consensus about what students should learn Step by step directions for developing criterion standards Guidelines for designing instructional plans based on standards Strategies for using standards to integrate the curriculum Examples of standards based instructional plans for different content areas courses and grade levels A framework for ensuring that teachers evaluate students consistently and with continuity throughout a school or district Providing high quality instruction and ensuring student achievement in a standards driven system is a challenge for all educators This guide offers all the tools needed to successfully align standards to lesson planning

Taking Running Records Mary Shea, 2000 A teacher shares her experience on how to take running records and use what they tell you to assess and improve every child's reading

Successful Teaching in the Differentiated Classroom Carolyn Coil, 2007 Coil presents the most comprehensive practical resource you will need to successfully implement the concept of differentiation in your classroom Following a brief overview of the components and a teacher self assessment awareness checklist are chapters with reproducible forms and practical examples for administrators teachers students and parents Use this resource in the school and college classroom with professional learning communities as a study group resource and in staff development workshops The CD includes customizable WORD files of forms and handouts for teacher and student

Inspiring Student Empowerment Patti Drapeau, 2021-06-14 A practical comprehensive guide to help educators go beyond student engagement and differentiation to achieve student empowerment Student engagement continues to be an important goal for teachers but it shouldn't end there There is no one size fits all approach to teaching anymore School districts that have begun to shift their focus from student engagement to student empowerment and from differentiation to personalized learning have seen a rise in test scores motivation attention and self confidence When students have voice and choice they gain control over their

learning and their actions and feel empowered to work harder and achieve more Through sample lessons strategies and applications educators will learn how to shift from engagement to student empowerment from differentiation to personalized learning and practical ways to make these strategies work in the classroom Move from engagement to student empowerment with A comprehensive guide to engaged learning A comprehensive guide to empowerment Research based best practices to promote empowerment Move from differentiation to personalized learning with A comprehensive guide to refining differentiation practices A comprehensive guide to personalized learning Practical ways to use voice and choice instructional design and classroom climate to promote student empowerment An entire chapter dedicated to the social and emotional learning side of personalized learning Digital content includes reproducible forms and a PDF presentation for professional development Early Childhood Education and the Student Empowerment Program Mario C. Barbieri,Jane C.

Wiatr,2020-04-15 Dr Mario C Barbieri and Jane C Wiatr have developed a practical and informative guide to teaching for both new and seasoned teachers administrators and their support staff This book spotlights The Student Empowerment Program and is the foundation for a positive climate and culture in the early childhood classroom The program is detailed chapter by chapter and addresses the nature of the learner from play and exploration to technology to rubrics and assessments This covers the gamut of what every educator needs to know to become a master in their field The Student Empowerment Program contains the 5 R s which is the architecture a teacher needs to build a solid foundation for learning and self regulation Any educator who wants to make a positive change and become enabled to teach more and discipline less will appreciate the simplicity of our program in this step by step handbook Every word whether it is our personal experience or research based is dedicated to facilitating a smooth transition toward positive discipline student self regulation and student empowerment Issues in Portfolio Assessment John Richard Novak,1996

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