

# BIOGRAPHY RUBRIC

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Topic: \_\_\_\_\_

|                                                                                                                          | Excellent                                                                                                                                                                   | Satisfactory                                                                                                                                                                                            | Emerging                                                                                                                                                                           |
|--------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Shows evidence of thorough research</b>                                                                               | Evidence of using multiple sources including Internet.                                                                                                                      | Evidence of using one appropriate resource.                                                                                                                                                             | Little evidence of using appropriate resources.                                                                                                                                    |
| <b>Presents important facts, events, and contributions in a person's life in a manner that holds readers' attention.</b> | Includes significant facts, events, and contributions from all stages of person's life in a lively manner using specific vocabulary.                                        | Includes some important facts, events, and contributions, but omits others; Information is explained clearly but may lack energy or rely on general or overused vocabulary.                             | Events and facts included are not significant in the person's life; Does not feature major Contributions; Information is presented in mundane manner with poor word choice.        |
| <b>Offers insights into the person's character traits and feelings using specific details</b>                            | Paints a vivid portrait using anecdotes and quotes to <i>show</i> traits and feelings.                                                                                      | Accurately depicts the person by including details, but <i>tells</i> more than <i>shows</i> traits and feelings.                                                                                        | Does not seem to understand attributes that contributed to person's success; Information is too general with few specific details.                                                 |
| <b>Organizes information well using chronological sequence</b>                                                           | There is a good order to the information; Evidence of paragraphs and topic sentences; Attention-getting introduction and a memorable conclusion.                            | Information is generally organized in a logical manner, though paragraphs could be structured more clearly with topic sentences; Includes introduction and conclusion, though they may not be memorable | Information appears disjointed with no particular order and little evidence of paragraphs; No real introduction or conclusion.                                                     |
| <b>Demonstrates attention to writing conventions and sentence structure</b>                                              | Few or no errors in spelling, usage, and punctuation; writing flows well with good sentence structure and sentences that begin in different ways and are different lengths. | Some errors in spelling, usage, and punctuation, but errors don't generally disrupt meaning; Sentences are mostly well structured, but lack variety in style.                                           | Many errors in spelling, usage, and punctuation distract from the content of the biography; Often leaves words out of sentences, writes run-ons or fragments; no sentence variety. |

Greatest strength(s): \_\_\_\_\_

Area(s) for continued growth: \_\_\_\_\_

# Biography Presentation Rubric

**Carla C. Johnson, Janet B. Walton, Erin  
Peters-Burton**



## **Biography Presentation 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 Language Arts Pamela J. Farris, Donna E. Werderich, 2019-01-08 From the first edition to the latest Language Arts Process Product and Assessment for Diverse Classrooms has presented sound language arts theory and methodology in a nonthreatening straightforward manner at a reasonable price Coverage focuses on the 2017 Standards for Literacy Professionals Each chapter identifies and addresses the standards applicable to that chapter s topics Farris and Werderich infuse their foundational guidelines with the latest research teaching practices and assessment and evaluation techniques Ideas for lesson plans use of technological applications internet resources and comprehensive up to date listings of children s young adult and multicultural fiction and nonfiction titles are among the text s outstanding features Other features geared expressly for pre and inservice teachers include Engaging real life classroom anecdotes Instructional activities for reading writing listening speaking viewing and visually representing Boxes containing teaching hints and mini lessons Section on Response to Intervention RtI with the various tiers of intervention Theories instruction and teaching activities for English language learners ELLs Guidelines to meet the needs of special needs learners Suggestions for literacy based interdisciplinary instruction including STEM and STEAM Examples of children s work to help readers understand what to expect from different ages and ability levels Questions and assignments to strengthen readers aptitude awareness and application of topics to real life **Planning Powerful Instruction, Grades 2-5** Jeffrey D. Wilhelm, Jackie Miller, Christopher Butts, Adam Fachler, 2020-03-18 Are you ready to plan your best lessons ever With so many demands and so much content available for teachers we need to put a higher value on an often overlooked skill planning learning experiences that will both engage and inspire our students by design over time Planning Powerful Instruction is your go to guide for transforming student outcomes through stellar instructional planning Its seven step framework the EMPOWER model gives you techniques proven to help students develop

true insight and understanding You ll have at your fingertips the real reasons why students engage and what you must do to ensure they do a framework to help you create plan and teach the most effective units and lessons in any subject area more than 50 actionable strategies to incorporate right away suggestions for tailoring units for a wide range of learners downloadable ready to go tools for planning and teaching Whether you are a classroom teacher an instructional leader or a pre service teacher Planning Powerful Instruction will forever change the way you think about how you teach and the unique value you bring to your learners

**Standards-based Activities with Scoring Rubrics: Performance-based projects**,2002 **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 KansasAn 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

**Hydropower Efficiency, Grade 4** Carla C. Johnson,Janet B. Walton,Erin Peters-Burton,2024-04-22 What if you could challenge your fourth graders to create a minimally invasive highly efficient dam With this volume in the STEM Road Map Curriculum Series you can Hydropower Efficiency outlines a journey that will steer your students toward authentic problem solving while grounding them in integrated STEM disciplines Like the other volumes in the series this book is designed to meet the growing need to infuse real world learning into K 12 classrooms This interdisciplinary four lesson module uses project and problem based learning to help students create a highly efficient dam that has a minimal impact on the environment Students will explore the use of natural resources to provide energy needs specifically hydropower while exploring the workings of watermills wind turbines and generators to help build an understanding of the effects of dams In creating their dam they will learn about the various types of alternative

hydropower sources including wave and tidal power and track the progress of electrification in the U S on a timeline alongside researching the positive and negative consequences of hydropower To support this goal students will do the following Use the engineering design process EDP to create a design for a dam wind turbine and water wheel Compare and contrast renewable power sources Evaluate power sources for efficiency Identify positive and negative consequences of human modifications of the environment Identify and describe how several sources of renewable energy are used across the U S Use mapping skills to determine where natural resources are being accessed for energy usage Effectively utilize shapes materials and measurements to create a model of a hydropower system The STEM Road Map Curriculum Series is anchored in the Next Generation Science Standards the Common Core State Standards and the Framework for 21st Century Learning In depth and flexible Hydropower Efficiency can be used as a whole unit or in part to meet the needs of districts schools and teachers who are charting a course toward an integrated STEM approach Toward a More Visual Literacy Jennifer S. Dail,Shelbie Witte,Steven T. Bickmore,2018-05-04 Technology and multimodal texts must be included as part of the literacies we teach in 21st century schools Implementing multiple modes of literacy requires that teachers shift their focus toward multiple genres and modes of text This shift to the visual requires that teachers consider how students read images in the classroom address visual literacy and engage students in constructing visual texts Students already live and communicate in a virtual world connected by expansive networks and many also read young adult literature Given this researchers and practitioners in the field examine ways texts written for students can be combined with digital tools to craft more critical conversations around literary response and digital media consumption and production This book explores ways adolescents read engage and construct meaning within the world around them and examines how teachers can leverage the use of young adult literature with digital practices within their classrooms **The Ultimate Guide for Student Product Development and Evaluation** Frances A. Karnes,Kristen R. Stephens,2000 Introduce your students to the wonderfully creative products found in The Ultimate Guide for Student Product Development and Evaluation This book offers a step by step introduction to confidently using creative products in your classroom The authors offer ideas for integrating products into your existing curriculum ways to help students plan and create their products and easy and effective evaluation strategies The book also offers many strategies for making sure that your students hard work is noticed by other students parents and community members With descriptions and evaluation criteria for more than 45 creative products from dioramas to scripts and musical performances the possibilities for displaying your knowledge and ideas through original products are limitless Of course what would The Ultimate Guide be without the ultimate student product planner This reproducible student planner takes your students step by step through every phase of the product development process A sure hit with students who tend to wait until the last minute the student planner is a perfect cure for the chronic procrastinator Filled with more than 250 pages of creative product ideas suggested evaluation methods and common sense teaching advice this book promises to bring

learning to life in your classroom Book jacket      *The Effective Special Education Teacher* Laurie U. deBettencourt, Lori A. Howard, 2015-07-24 This comprehensive pedagogically rich guide aims to help teachers entering the rewarding field of special education become highly successful and competent The authors thirty plus years of experience interacting with teachers and learning their needs endows them with a deep understanding of important issues teachers encounter as well as their concerns about employing the best teaching methods The book s well structured easy to follow sections are devoted to developing collaborative relationships preparing individualized educational programs writing lesson plans selecting instructional and behavioral techniques and understanding the teacher evaluation methods in current use today Guidance is also provided for self reflection and formulating future goals Each chapter contains numerous vignettes rubrics templates strategies and stimulating activities      **Project-Based Learning Across the Disciplines** Acacia M. Warren, 2016-03-18 A turnkey and cost effective PBL framework that is highly recommended Are you tired of complex and costly PBL models that fall short of your instructional goals The 1Pedagogy™ framework is a fresh new approach to project based learning that helps you support students academic literacy and life goals You ll learn to easily blend theory and practice core standards 21st Century Skills and technology for a comprehensive and unforgettable learning experience K 12 educators coaches and administrators will learn to Stimulate students interest across disciplines Implement a turnkey interdisciplinary framework Immerse students in authentic inquiry and real world application Integrate college and career readiness and digital technology The book includes 9 sample units with interdisciplinary features and more than 30 helpful templates Accelerate achievement with this inspiring and informative guide I have no doubt that Dr Warren s comprehensive highly readable and excellent book will be a standard and sought after resource for any teacher who strives to implement rigorous exciting and real world project based learning in their classroom Elisa Salasin Program Director of Developmental Teacher Education University of California Berkeley What a rich resource and blueprint to guide and support reluctant educators This work will bring many stuck learning environments into the 21st century Kendra Wallace Principal The Joseph Sears School Kenilworth IL Dr Warren s framework will impact the learning of students and allow for creativity to blossom and ownership to be assumed by supporting both the educator and the learner Deborah Hamm Superintendent of Schools Newton USD Newton KS

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