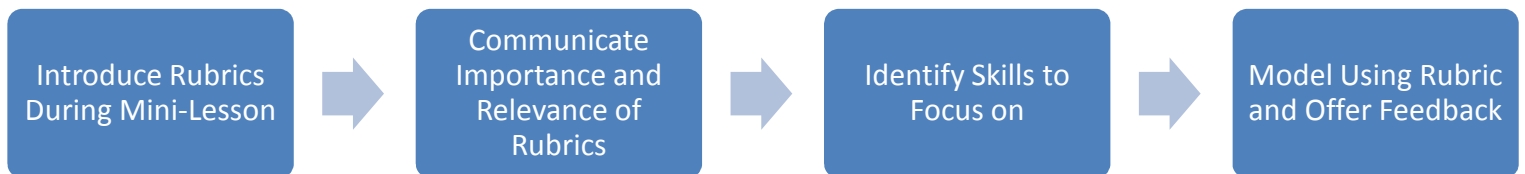


U-46 ELA Rubric Overview

The U-46 ELA rubrics are aligned to the CCSS and are used by U-46 teachers to provide students timely feedback on their reading, writing, speaking & listening, and language skills, as well as to help build perseverance. To develop the rubrics, the team collectively identified specific skills to target and discussed what the evidence looks like when a student achieves the various levels of mastery of the standards. Once the rubrics were finalized, teachers tested different strategies to determine how best to implement them in their instructional practices.



Introduce Rubrics During Mini-Lesson

Introduce the rubric during mini-lessons and refer to it regularly to help students become more familiar and comfortable with the tool.

- Require that students to bring copies of rubrics to each class and have them on hand to reference when needed during lessons.
- Teachers should have extra copies of the rubrics available in the event that students forget theirs.
- Have a blown up version of the rubrics on display (i.e. Smart Board) to reference throughout lesson.

Communicate Importance and Relevance of Rubrics

Communicating the importance and relevance of the rubrics will motivate students to use them.

- Regularly remind students that they are expected to use the rubrics in all of their classwork and that not doing so will negatively impact their grades.
- Provide examples of how using the rubrics—and enhancing their writing and speaking and listening skills—will impact their lives outside of the classroom.

Identify Sub-Skills to Focus On

Teachers and students agreed that focusing on an entire rubric at once was too overwhelming and preferred to focus on one skill or set of skills at a time.

- Identify a skill/level of proficiency that is relevant to the work or lesson you are doing in class that day.
- Highlight the skill/level (in bold font or highlighter) on the blown up version in the classroom.

Model Using the Rubrics and Use them to Give Student Feedback During Conferences

Regularly model for students exactly how they should be using the rubrics and use the rubrics to give students feedback on their work during mini-conferences.

- Provide students with a specific example of how to focus on a sub-skill. For example, if you are focusing on Author's Claim/Position, provide a text that is directly aligned to this skill.
- Conduct mini-conferences during class time using language taken from the rubric to give students actionable feedback on their work.
- When giving feedback, always highlight something they did well in addition to a concrete, actionable next step.

U-46 ELA Rubric Overview

Using Rubric Assembler:

- 1) Click link located on left side of Staff Resources
- 2) Log-in with Novell log-in
- 3) Click on “Create a Rubric” to make new document, or you will be able to view existing Rubrics

Create a Rubric

- Or View your existing Rubrics -

- 4) Select Department or Departments and then submit

Departments to include in Search?

Literacy

- 5) Select Grade Level and submit

Literacy - 12th Grade
Literacy - 7th Grade
Literacy - 8th Grade
Literacy - 9th Grade
Literacy - Secondary Reading

- 6) Select Reporting Strand(s) and submit

Literacy - 10th Grade - Language
Literacy - 10th Grade - Reading: Informational Text
Literacy - 10th Grade - Reading: Literature
Literacy - 10th Grade - Speaking and Listening
Literacy - 10th Grade - Writing

- 7) Selecting Standards to include in your rubric

- a. All standards show in red, meaning you are not including them.
- b. Click on the box to include the standards you will be assessing, green means included
- c. Click anywhere to see the descriptors for the levels of proficiency
- d. Click submit

- 8) Title and Description need to be given

- a. Rubrics can be saved and reused
- b. Consider including the learning objective and standards

- 9) Printing

- a. You can still Edit and Delete
- b. You can expand and see a print preview
- c. You can print and save

EDIT DELETE

Expand Standards for Printing