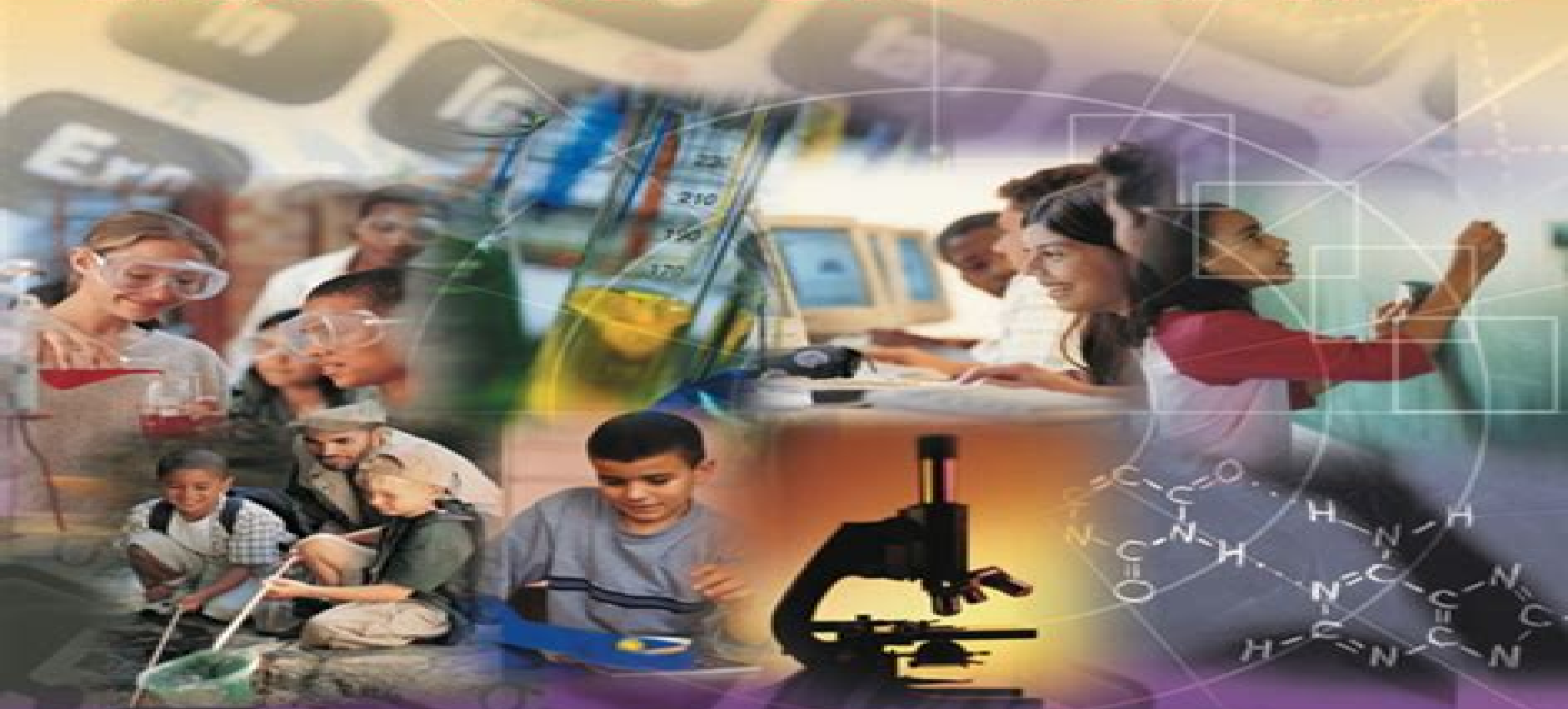


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RUBRICS

for Assessing Student Achievement
in **SCIENCE GRADES K-12**



HAYS B. LANTZ, Jr.

Foreword by Jay McTighe

Rubrics For Assessing Student Achievement In Science Grades

**Catherine Shea Sanger, Nancy W.
Gleason**



Rubrics For Assessing Student Achievement In Science Grades:

Rubrics for Assessing Student Achievement in Science Grades K-12 Hays B. Lantz, 2004-02-06 I recommend Rubrics for Assessing Student Achievement in Science Grades K 12 to any school district that is moving toward a standards based curriculum It will serve as a valuable tool for assessing student learning Grace Cisek Director of Mathematics and Science Curriculum Chester County Intermediate Unit PA At last science educators will now be able to use custom made rubrics to assess and evaluate student performance in the standards based science classroom Combining clarity detail utility and practicality veteran educator and author Hays B Lantz Jr offers the most complete collection of evaluation and assessment tools in science education available today This concise handbook was designed to improve the quality and uniformity of evaluation as well as assessment of student progress Written in language appropriate for both students and teachers in grades K 12 there are over 100 ready to use performance lists holistic rubrics and analytic rubrics that contain clear descriptions of the particular traits and qualities desired in student products and performances Key features distinguishing this book include Scoring tools for a wide range of products and performances found in effective science classrooms and programs Assessment tools that differentiate by learning levels providing a scaffolding of increasingly complex expectations across the grades Years of extensive field testing of the evaluative criteria Rubrics for Assessing Student Achievement in Science Grades K 12 is a valuable resource that will help to measure what students know and are able to do in the science classroom It will yield more consistent and defensible judgments more precise feedback and sharper student learning and performance

Rubrics for Assessing Student Achievement in Science Grades P-12 Hays B. Lantz, 2007 **Introduction to Rubrics** Dannelle D. Stevens, Antonia J. Levi, 2023-07-03 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 [Tasks and Rubrics for Balanced Mathematics Assessment in Primary and Elementary Grades](#) Judah L. Schwartz, Joan M. Kenney, 2008 The authors show a remarkable talent for embedding important and substantive mathematics in charming yet authentic tasks Mark J Driscoll Codirector Center for Leadership and Learning Communities Education Development Center These tasks require students to problem solve and use critical thinking skills as they develop possible solution strategies They add a level of fun interest and challenge to the mathematics curriculum Melanie Nichols Dean of

Academic Affairs Arkansas School for Mathematics Sciences and the Arts Hot Springs AR Engaging easy to use assessments that inform instruction and learning If you d like to improve mathematics instruction and boost student achievement this book is for you Tasks and Rubrics for Balanced Mathematics Assessment in Primary and Elementary Grades helps teachers collect accurate formative data about students strengths and weaknesses and increase mathematical understandings for all learners Developed by the Balanced Assessment in Mathematics Program at the Harvard Graduate School of Education this comprehensive collection features research based mathematical tasks that appeal to students and connect to their daily lives while generating invaluable information for educators Using assessments linked to NCTM standards and carefully crafted rubrics that cover all elementary grade levels and mathematics topics teachers can Analyze the learning components of each task and show individual levels of success Adjust instructional strategies for an entire class or target individual learning needs Maintain a focus on accessibility and equity for all students Develop and refine students mathematical thinking skills and prepare students for high stakes tests This resource provides powerful tools for delivering meaningful instruction building students confidence and significantly increasing their skills and performance in mathematics

Differentiating Science Instruction and Assessment for Learners With Special Needs, K-8 Kevin D. Finson, Christine K.

Ormsbee, Mary M. Jensen, 2011-03-02 This timely practical guidebook bridges the gap between science and special education by giving teachers strategies and tools that strengthen science learning for all students Provided by publisher *Guide to Implementing the Next Generation Science Standards* National Research Council, Division of Behavioral and Social Sciences and Education, Board on Science Education, Committee on Guidance on Implementing the Next Generation Science Standards, 2015-03-27 A Framework for K 12 Science Education and Next Generation Science Standards NGSS describe a new vision for science learning and teaching that is catalyzing improvements in science classrooms across the United States Achieving this new vision will require time resources and ongoing commitment from state district and school leaders as well as classroom teachers Successful implementation of the NGSS will ensure that all K 12 students have high quality opportunities to learn science Guide to Implementing the Next Generation Science Standards provides guidance to district and school leaders and teachers charged with developing a plan and implementing the NGSS as they change their curriculum instruction professional learning policies and assessment to align with the new standards For each of these elements this report lays out recommendations for action around key issues and cautions about potential pitfalls Coordinating changes in these aspects of the education system is challenging As a foundation for that process Guide to Implementing the Next Generation Science Standards identifies some overarching principles that should guide the planning and implementation process The new standards present a vision of science and engineering learning designed to bring these subjects alive for all students emphasizing the satisfaction of pursuing compelling questions and the joy of discovery and invention Achieving this vision in all science classrooms will be a major undertaking and will require changes to many aspects of science education

Guide to Implementing the Next Generation Science Standards will be a valuable resource for states districts and schools charged with planning and implementing changes to help them achieve the goal of teaching science for the 21st century

The Knowledge Gap Natalie Wexler,2019-08-06 Essential reading for teachers education administrators and policymakers alike STARRED Library Journal The untold story of the root cause of America s education crisis It was only after years within the education reform movement that Natalie Wexler stumbled across a hidden explanation for our country s frustrating lack of progress when it comes to providing every child with a quality education The problem wasn t one of the usual scapegoats lazy teachers shoddy facilities lack of accountability It was something no one was talking about the elementary school curriculum s intense focus on decontextualized reading comprehension skills at the expense of actual knowledge In the tradition of Dale Russakoff s The Prize and Dana Goldstein s The Teacher Wars Wexler brings together history research and compelling characters to pull back the curtain on this fundamental flaw in our education system one that fellow reformers journalists and policymakers have long overlooked and of which the general public including many parents remains unaware But The Knowledge Gap isn t just a story of what schools have gotten so wrong it also follows innovative educators who are in the process of shedding their deeply ingrained habits and describes the rewards that have come along students who are not only excited to learn but are also acquiring the knowledge and vocabulary that will enable them to succeed If we truly want to fix our education system and unlock the potential of our neediest children we have no choice but to pay attention

Diversity and Inclusion in Global Higher Education Catherine Shea Sanger,Nancy W. Gleason,2020-01-06 This open access book offers pioneering insights and practical methods for promoting diversity and inclusion in higher education classrooms and curricula It highlights the growing importance of international education programs in Asia and the value of understanding student diversity in a changing evermore interconnected world The book explores diversity across physical psychological and cognitive traits socio economic backgrounds value systems traditions and emerging identities as well as diverse expectations around teaching grading and assessment Chapters detail significant trends in active learning pedagogy writing programs language acquisition and implications for teaching in the liberal arts adult learners girls and women and Confucian heritage communities A quality relevant 21st Century education should address multifaceted and intersecting forms of diversity to equip students for deep life long learning inside and outside the classroom This timely volume provides a unique toolkit for educators policy makers and professional development experts

The Art and Science of Teaching Robert J. Marzano,2007-07-15 Presents a model for ensuring quality teaching that balances the necessity of research based data with the equally vital need to understand the strengths and weaknesses of individual students

Scoring Rubrics in the Classroom Judith Arter,Jay McTighe,2000-09-14 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

Going Gradeless, Grades 6-12 Elise Burns, Elise B Narnamore, David Frangiosa, 2021-02-23 Grade reform and standards based grading SBG is a hotly debated issue in education As one high school administrator puts it Traditional letter grading is probably the biggest elephant in the room in regard to school reform We start grading at a young age and it becomes all about accumulating points and it's not about the learning anymore Dan Kelley principal of Smithfield High School Rhode Island When students can focus less on the score and more on the learning great things happen SBG is even more challenging in high school In this book the authors share their districts successes moving to alternate assessment methods that promote learning rather than solely achievement The proponents of grade reform highlight the arbitrary nature of grades the undue stress experienced by some learners and the potential interference in the process of learning On the other hand opponents reference the lack of accountability and a shift away from content knowledge that is perceived in many alternate assessment models This book outlines how to remove the negative impacts of grades while still maintaining a high level of accountability While the majority of other books in this space provide a rationale for why the shift is necessary these authors provide the classroom teacher's perspective and concrete examples of how these approaches can be developed and applied They provide sample assessments student work samples an accountability checklist a sample of their rubrics and a review of our collected data

Developing Assessments for the Next Generation Science Standards National Research Council, Division of Behavioral and Social Sciences and Education, Board on Science Education, Board on Testing and Assessment, Committee on Developing Assessments of Science Proficiency in K-12, 2014-05-29 Assessments understood as tools for tracking what and how well students have learned play a critical role in the classroom *Developing Assessments for the Next Generation Science Standards* develops an approach to science assessment to meet the vision of science education for the future as it has been elaborated in *A Framework for K-12 Science Education Framework and Next Generation Science Standards NGSS* These documents are brand new and the changes they call for are barely under way but the new assessments will be needed as soon as states and districts begin the process of implementing the NGSS and changing their approach to science education The new Framework and the NGSS are designed to guide educators in significantly altering the way K-12 science is taught The Framework is aimed at making

science education more closely resemble the way scientists actually work and think and making instruction reflect research on learning that demonstrates the importance of building coherent understandings over time It structures science education around three dimensions the practices through which scientists and engineers do their work the key crosscutting concepts that cut across disciplines and the core ideas of the disciplines and argues that they should be interwoven in every aspect of science education building in sophistication as students progress through grades K 12 Developing Assessments for the Next Generation Science Standards recommends strategies for developing assessments that yield valid measures of student proficiency in science as described in the new Framework This report reviews recent and current work in science assessment to determine which aspects of the Framework s vision can be assessed with available techniques and what additional research and development will be needed to support an assessment system that fully meets that vision The report offers a systems approach to science assessment in which a range of assessment strategies are designed to answer different kinds of questions with appropriate degrees of specificity and provide results that complement one another Developing Assessments for the Next Generation Science Standards makes the case that a science assessment system that meets the Framework s vision should consist of assessments designed to support classroom instruction assessments designed to monitor science learning on a broader scale and indicators designed to track opportunity to learn New standards for science education make clear that new modes of assessment designed to measure the integrated learning they promote are essential The recommendations of this report will be key to making sure that the dramatic changes in curriculum and instruction signaled by Framework and the NGSS reduce inequities in science education and raise the level of science education for all students

Classroom Testing and Assessment for ALL Students Spencer J. Salend, 2009-11-10 A rare opportunity for the new generation of educators to learn alongside a well known and experienced educator to integrate all learning styles into assessments Principals should consider this for faculty book studies The presented techniques will no doubt raise standardized test scores while teachers continue to present real curriculum Janette Bowen Sixth Grade Teacher Junction City Middle School KS Give all students an equal chance to perform well on your classroom tests and assessments In today s diverse classrooms students of different socioeconomic linguistic and cultural backgrounds and ability levels share a common learning environment To meet each student s unique strengths and needs educators need flexible testing and assessment strategies that fulfill the requirements for standardized assessment and accountability in ways that don t put students at a disadvantage because of their differences Classroom Testing and Assessment for ALL Students helps both general and special education teachers meet and move beyond the challenges of NCLB and IDEA by using teacher made tests appropriate testing accommodations technology based testing and classroom based assessments that support the teaching and learning process so all students have the opportunity to succeed The book offers ways for teachers to better differentiate their testing and assessment strategies through Classroom and school based examples in each chapter Bulleted information outlining

hands on research based strategies for teacher implementation Forms reproducibles stories vignettes reflection questions and checklists that guide educators in applying and tailoring the strategies to their classrooms and students Tips on using technology to help all students perform better Teachers know their students best This resource allows teachers to design tests and assessments to accommodate the various strengths and needs of all learners in their classroom **Teaching High School Science Through Inquiry and Argumentation** Douglas Llewellyn,2013 For Grades 9 12 this new edition covers assessment questioning techniques to promote learning new approaches to traditional labs and activities that emphasize making claims and citing evidence **Inside the Black Box** Paul Black,Dylan Wiliam,2005-05-28 Offers practical advice on using and improving assessment for learning in the classroom **Rethinking Rubrics in Writing Assessment** Maja Wilson,2006 The conventional wisdom in English education is that rubrics are the best and easiest tools for assessment But sometimes it s better to be unconventional In Rethinking Rubrics in Writing Assessment Maja Wilson offers a new perspective on rubrics and argues for a better more responsive way to think about assessing writers progress Though you may sense a disconnect between student centered teaching and rubric based assessment you may still use rubrics for convenience or for want of better alternatives Rethinking Rubrics in Writing Assessment gives you the impetus to make a change demonstrating how rubrics can hurt kids and replace professional decision making with an inauthentic pigeonholing that stamps standardization onto a notably nonstandard process With an emphasis on thoughtful planning and teaching Wilson shows you how to reconsider writing assessment so that it aligns more closely with high quality instruction and avoids the potentially damaging effects of rubrics Stop listening to the conventional wisdom and turn instead to a compelling new voice to find out why rubrics are often replaceable Open Rethinking Rubrics in Writing Assessment and let Maja Wilson start you down the path to more sensitive authentic style of writing assessment *Classroom Assessment & Grading that Work* Robert J. Marzano,2006 Robert J Marzano distills 35 years of research to bring you expert advice on the best practices for assessing and grading the work done by today s students **How to Create and Use Rubrics for Formative Assessment and Grading** Susan M. Brookhart,2013 Whether you re already familiar with rubrics or not this book is a complete resource for writing rubrics that assist with learning as well as assess it Plus you ll learn how to wisely select from among the many rubrics available for classroom use *Rise and Shine* Linda Froschauer,Mary L. Bigelow,2012 Rise and Shine provides a friendly support system that new science teachers can turn to in their first days months and even years in the classroom This easy to read book offers plenty of helpful techniques for managing the classroom maintaining discipline and working with parents But it also covers important topics unique to science teaching such as setting up a laboratory keeping the classroom safe and initiating inquiry from the first day Sprinkled throughout the book is candid advice from seasoned science teachers who offer both useful strategies and warm reassurance Rise and Shine is designed to help preservice teachers those in the first few years of teaching regardless of grade level and those who may be entering a new situation within the teaching field

If you need a mentor or if you are a mentor or instructor who wants to support beginning science teachers this book is for you **Reading Assessment Program Guide For Grade 4** Jennifer Katz, 2013-10-28 The series Tools for Instructions and Reading Assessment is a companion piece to Dr Jennifer Katz s book Teaching to Diversity The series which supports the three block model of universal design for learning offers two instructional guides A Model Unit and Reading Assessment Program Guide for each grade from 1 to 12 The Reading Assessment Program Guide includes A guide that focuses on how to assess students progress in reading comprehension and fluency decoding Accompanying blackline masters and grade specific rubrics Four levelled Reading Passages to use for assessment throughout the school year

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