FRIENDLY LETTER RUBRIC

Name: _____

Period: _____

Assignment name: _____

	25 Excellent	20 Good	15 Developing	10 Unsatisfactory
Letter Parts	• Has heading, date, greeting, body, closing, and signature.	• Has five of the six letter parts	• Has four of the six letter parts.	• Has three or fewer letter parts.
Presentation	• Margins are present on all four sides and text is visually centered on top and bottom. • Spacing follows correct friendly letter format • Neatly written or typed	• Margins are present on all four sides. • Text is not centered. • Spacing follows correct friendly letter format. • Neatly written or typed	• Margins are present on all four sides. • Spacing has 1-3 errors. • Unevenly written or typed	• Margins are present on all four sides. • Spacing has four or more errors. • Handwriting or typing interferes with readability
Conventions	• Excellent punctuation, spelling, and grammar with fewer than three errors.	• Very good punctuation, spelling, and grammar with fewer than than five errors.	• Punctuation, spelling, and grammar slightly distract the reader and interfere with meaning. • There are ten errors or less.	• Punctuation, spelling, and grammar significantly distract the reader. • There are more than ten errors.
Content	• Message stated is clear, precise, and shows insight into task. • Letter is three or more paragraphs. • Letter encourages a response from the reader.	• Message is clear and demonstrates understanding of task. • Letter contains only two paragraphs or does not encourage a response from the reader.	• Message is mostly clear. • Letter is only one paragraph in length.	• Message is unclear or disorganized. • Demonstrates a lack of understanding of the assignment.

Friendly Letter Rubric

Hussin A.Rothana

Friendly Letter Rubric:

   The Simple 6: A Writing Rubric for Kids Kay Davidson,2009   *RTI Strategies for Secondary Teachers* Susan Gingras Fitzell,2011-09-21 Fitzell a teacher speaker and educational consultant specializing in special education and response to intervention shows classroom teachers and intervention specialists at the secondary level how to use research based response to intervention strategies in math vocabulary reading comprehension writing and across the curriculum After details on response to intervention in general its efficacy and the evidence supporting its use in secondary education each chapter outlines two or more strategies through sample lesson plans that have been reformatted to follow response to intervention with discussion of the research on their effectiveness and instructions for implementation of lessons and extension activities for all three tiers The last chapter addresses acceleration centers Annotation 2011 Book News Inc Portland OR booknews com   **Creative Book Reports** Jane Feber,2004 Encourage your students to actively demonstrate their comprehension of both fiction and non fiction with these alternative responses to literature The thirty nine standards based projects in this resource appeal to all types of learners in grades 4 8 Easy to follow directions support you during every step of each project helping you give clear explicit instructions to your students A reproducible rubric for each project helps students at all skill levels understand the grading criteria and gives you an effective tool to easily assess reading comprehension Includes a CD of customizable rubrics that you can adapt for other genres and content area topics Book jacket   What Really Works in Elementary Education Wendy W. Murawski,Kathy Lynn Scott,2015-02-18 Research Based Practical Strategies for Every Teacher In an age of information overload do you ever wish you could find one resource that would allow you to quickly gain insight into a variety of cutting edge practices in elementary education You re holding it at your fingertips What Really Works in Elementary Education compiles the advice of experts who not only understand the research behind certain educational practices but also have experience working in elementary classrooms Each user friendly chapter focused on a topic vital to elementary educators presents information in a straightforward way to help you learn what works and what does not work with students today Whether you re a new educator or just seeking to build new skills you ll benefit from Insight into a handful of innovative topics in instruction including using technology UDL co teaching and assessment Novel approaches to classroom management and strategies to engage students Chapters focused on effective methods for teaching within content areas Practical tips for reaching all learners including ELLs students with autism and gifted students Useful reproducibles and resources for every topic area Never before has so much valuable information been presented so simply and effectively in one resource Are you ready to focus on what works best   **Lesson Plans & Assessments for the California Writing Standards** ,1999   Language Arts Workshop Nancy Frey,Douglas Fisher,2006 Language Arts Workshop Purposeful Reading and Writing Instruction presents a manageable way of organizing instruction exploring a gradual release of responsibility through meaningful experiences in all areas of need for literacy development

including oral language spelling vocabulary word study fluency and comprehension Like an apprenticeship novice readers and writers learn a craft under the guidance of a skilled and knowledgeable teacher Through the language arts workshop students read and write everyday spending time working with their teacher collaborating with peers and working independently Learn to model successful language arts teaching for your students Workshop format addresses the diverse learning needs of students including English language learners students with disabilities and students who read at above or below grade level to support early interverntion or response to intervention programs Predictable chapter organization clarifies the workshop approach and framework Authentic examples from successful classrooms engage readers and model effective language arts instruction A strong focus on assessment grounds the instruction and a compendium of assessment tools prepares readers to drive their own classroom   **Teaching in a Classroom of Diverse Learners** Victoria Quigley Forbes,Marilyn K. Smith,1998-11   Standards-based Activities with Scoring Rubrics: Performance-based portfolios ,2002   **Invitations to Literacy** ,1997   **Harcourt School Publishers Collections** HSP,2000   *Te Gr2-1 Theme 1 Coll00* HSP,2000 Provides students and teachers extensive opportunity to explore a variety of reading materials helps teachers encourage students to become lifelong readers promotes student understanding of literature oral language word identification writing and vocabulary   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   *What is Chaparral, Anyway?* Stephanie Bryan Lundy,1990   **CA Asmnt Prog Gr2 Rflc 07** HSP,2004-02   **Modifying the Four-Blocks®**

for Upper Grades Cheryl Mahaffey Sigmon,2001 Presents ideas and suggestions for expanding the Four Blocks literacy model in intermediate and middle school classrooms   **Surprise** James David Cooper,1996   **Folk Art in Texas** Francis Edward Abernethy,1985   *Notes and Queries* ,1921   Classroom Literacy Assessment Jeanne R. Paratore,Rachel L. McCormack,2007-04-04 Showcasing assessment practices that can help teachers plan effective instruction this book addresses the real world complexities of teaching literacy in grades K 8 Leading contributors present trustworthy approaches that examine learning processes as well as learning products that yield information on how the learning environment can be improved and that are conducted in the context of authentic reading and writing activities The volume provides workable nuts and bolts ideas for incorporating assessment into instruction in all major literacy domains and with diverse learners including students in high poverty schools and those with special learning needs It is illustrated throughout with helpful concrete examples   Starting with Assessment Martha M. French,1999

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