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ACE the ACT® Book + Online Kelly Roell 2017-05-22 ACE the ACT Book + Online Practice Tests Completely Up-to-date for the 2017 Exam

Authored by America's top ACT expert, REA's innovative test prep gives high school students crucial test-taking strategies that can help them raise their score and get into the college of their choice. Four weekly study sessions cover the critical information students need to ace the English, math, science, and reading portions of the exam. An optional fifth week completely covers the enhanced ACT Writing Test. To round out students' preparation, practice tests pinpoint strengths and weaknesses and give students a realistic taste of the ACT test experience. Kelly C. Roell, M.A., is an author, certified teacher, lecturer, and longtime test prep guru. She taught high school English and Reading for years in one of the nation's top-ranked school districts (Hillsborough County, Florida), instructing students in the many facets of local, state, and national testing. Kelly ran an SAT test preparation course for advanced high school students, guiding them to focus their potential and raise their scores. Kelly has written daily test tips and articles for Scholastic.com and MSN.com. About REA's prep:

* Tips to boost your score on the Enhanced Writing Test
* Practice tests build your test-day confidence
Teaching Technology in Libraries

Lura Sanborn 2017-02-06

Libraries are charged with fostering new skills and capabilities, a challenging task in an era of rapid technological change. Developing new ways of teaching and learning—within budget and time constraints—is the key to keeping up-to-date. Written by librarians, this collection of new essays describes an array of technology outreach and instruction programs—from the theoretical to the practical—for public, academic and school libraries, based on case studies and discussions of methodology. Content includes out of the box lessons, outreach successes and technology instruction programs applicable to patrons and staff at public, academic and school libraries.

UGC NET Education Paper II Chapter Wise Notebook I Complete

Preparation Guide
EduGorilla Prep Experts 2022-09-15 • Best Selling Book in English Edition for UGC NET Education Paper II Exam with objective-type questions as per the latest syllabus given by the NTA. • Increase your chances of selection by 16X. • UGC NET Education Paper II Kit comes with well-structured Content & Chapter wise Practice Tests for your self-evaluation • Clear exam with good grades using thoroughly Researched Content by experts.

Put Some Pants on That Kid (STUDENT)
Crystal Crawford 2019-07-16

Writing well is an outgrowth of thinking well. Do you dread writing assignments? Do research papers make you want to scream? Does learning high school essay-writing feel like a chore? Welcome to the Put Some Pants on That Kid writing curriculum! Put Some Pants on That Kid takes a big-picture, practical approach to writing, addressing the why behind the typical expectations for essays and research papers, and providing students the tools they need to understand those larger concepts, master them, and extrapolate them to future writing assignments. The Put Some Pants on That Kid curriculum is recommended for students at the 9th-12th grade levels, and covers: Essay writing (narrative and argumentative/persuasive) Research papers & research techniques Practical writing (business letters, business emails, resumes, cover letters, and writing in online spaces such as blogs or social media) An introduction to citation requirements and formatting for MLA and APA and more! Each topic is covered in-depth, addressing not only expectations and techniques for each style of writing, but also the reasons behind them. This curriculum teaches students how to think well about their ideas and the words which communicate them, and provides the tools for students to confidently fulfill assignment expectations while still allowing room for creativity and individual expression in their writing. The Put Some Pants on That Kid curriculum comes in two parts: The Student Book, which provides the core text for the curriculum, and The Parent/Teacher Guide, which provides a 32-week schedule, lesson plans,
and techniques for parents or teachers who wish to use this handbook as a curriculum for their high schoolers. (Parent/Teacher Guide sold separately.) The curriculum also includes free access to printable rubrics, handouts, checklists, and other resources for use with the curriculum. These resources are available online and may be printed and copied for you or your students' use as often as needed at no additional cost. Want to know more? Read more about this curriculum at ccrd.com/pantsonkids

_The Writing Revolution_ Judith C. Hochman 2017-08-07 Why you need a writing revolution in your classroom and how to lead it The Writing Revolution (TWR) provides a clear method of instruction that you can use no matter what subject or grade level you teach. The model, also known as The Hochman Method, has demonstrated, over and over, that it can turn weak writers into strong communicators by focusing on specific techniques that match their needs and by providing them with targeted feedback. Insurmountable as the challenges faced by many students may seem, The Writing Revolution can make a dramatic difference. And the method does more than improve writing skills. It also helps: Boost reading comprehension Improve organizational and study skills Enhance speaking abilities Develop analytical capabilities The Writing Revolution is as much a method of teaching content as it is a method of teaching writing. There's no separate writing block and no separate writing curriculum. Instead, teachers of all subjects adapt the TWR strategies and activities to their current curriculum and weave them into their content instruction. But perhaps what's most revolutionary about the TWR method is that it takes the mystery out of learning to write well. It breaks the writing process down into manageable chunks and then has students practice the chunks they need, repeatedly, while also learning content.

_Growing Schools: Librarians as Professional Developers_ Debbie Abilock 2012-06-11 Presenting examples of school librarians leading professional learning in numerous contexts and for diverse learning goals with remarkable success, this book will inspire other practitioners to initiate and refine professional learning in their schools and districts. School administrators are recognizing that school librarians are ideal to lead professional development because they service the entire school network, from the students and faculty to families and the community. As a national downturn in educational funding is diminishing districts' ability to optimally staff libraries, investing energy in professional development is a sound strategy to bring information literacy skills to every student—especially in buildings with part-time librarians, or districts with only a single librarian of record. Growing Schools: Librarians as Professional Developers stands apart from other works as the first book that directly addresses the
potential role of the school librarian as a staff developer. Within the
chapters, the authors relate their professional development journeys,
collectively representing experience within K–12 public and private
institutions, district and regional units, and universities across the United
States and Canada. The work provides various approaches to professional
development with a range of processes and techniques that have been
proven effective in different contexts and in achieving diverse learning
goals. Practitioners at the building and district levels as well as school
principals, state and district personnel, and library educators will find this
book insightful and instructive.

Resources in Education 1999-10

Understanding in the Library David V. Loertscher 2005

How to Create and Use Rubrics for Formative Assessment and Grading
Susan M. Brookhart 2013-01-11 What is a rubric? A rubric is a coherent
set of criteria for student work that describes levels of performance quality.
Sounds simple enough, right? Unfortunately, rubrics are commonly
misunderstood and misused. The good news is that when rubrics are
created and used correctly, they are strong tools that support and enhance
classroom instruction and student learning. In this comprehensive guide,
author Susan M. Brookhart identifies two essential components of effective
rubrics: (1) criteria that relate to the learning (not the “tasks”) that students
are being asked to demonstrate and (2) clear descriptions of performance
across a continuum of quality. She outlines the difference between various
kinds of rubrics (for example, general versus task-specific, and analytic
versus holistic), explains when using each type of rubric is appropriate,
and highlights examples from all grade levels and assorted content areas.
In addition, Brookhart addresses * Common misconceptions about rubrics;
* Important differences between rubrics and other assessment tools such
as checklists and rating scales, and when such alternatives can be useful;
and * How to use rubrics for formative assessment and grading, including
standards-based grading and report card grades. Intended for educators
who are already familiar with rubrics as well as those who are not, this
book is a complete resource for writing effective rubrics and for choosing
wisely from among the many rubrics that are available on the Internet and
from other sources. And it makes the case that rubrics, when used
appropriately, can improve outcomes by helping teachers teach and
helping students learn.

A Bridge Over Troubled Water Brittney Grace Hansen 2008

Facilitating Preservice Teachers in the Action Research Process Karen M.
Gibson 2000

A Rulebook for Arguments Anthony Weston 1992-01-01

Models of Applied Research in Educational Technology Virginia Pilato
Transforming Schools Using Project-Based Learning, Performance Assessment, and Common Core Standards 2015-01-08 It's not what students know, but what they do with what they know that is important. Schools are changing in response to this reality, and in Transforming Schools Using Project-Based Learning, Performance Assessment, and Common Core Standards, Bob Lenz, Justin Wells, and Sally Kingston draw on the example of the Envision Education schools, as well as other leading schools around the country, to show how the concept of deeper learning can meet the need for students who are both college and career ready and engaged in their own education. In this book, the authors explain how project-based learning can blend with Common Core-aligned performance assessment for deeper learning. You'll discover how many schools have successfully made the transition from traditional, teacher-centered learning to project-based, deeper learning and find many practical ideas for implementation. Companion DVD and website include videos showing how to implement deeper learning strategies in the classroom. Evidence-based descriptions show why deeper learning is right for students. Performance assessment experts explain how to align assessments with Common Core by shifting the emphasis from knowing to doing. Extensive game plan section provides step-by-step guidance for change. Schools are complex organizations, and transformation involves all of the stakeholders, from students to superintendents. But as this book shows, there are amazing benefits to be realized when everyone commits to diving deeper into learning.

Introduction to Rubrics 2013-04-30 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

Action Research 2013 Critical thinking is the focal point missed in many students' educations. Students are taught memorization with little time left for the development of critical thinking skills which allows for a deeper understanding and a richer experience.
Learning to ask appropriate questions and deduce information in order to build a deeper connection to the information is imperative. Ninth grade students at the end of history class composed a minute paper in essay format. The students described three different facts, ideas, concepts, or thoughts developed during the lesson and posed one insightful question. The minute paper afforded the students the opportunity to provide insight and reasoning into their comprehension, while cultivating their critical thinking skills. The following are appended: (1) Timeline of Events for the Study; (2) Instructions for Students; (3) Scoring Rubric; (4) The Development of Critical Thinking Study: Letter to Parents; (5) The Development of Critical Thinking Study Conducted at Friendship Christian School: Informed Consent Form; (6) Daily Scoring Rubric; (7) Supplemental Questions; (8) Teacher Weekly Survey; and (9) [Pre-Set List of Words].

Educational Media and Technology Yearbook Michael Orey 2006

Teachers Caught in the Action Ann Lieberman 2001-04-27 Because what we do in staff development can best be understood in terms of Contexts, Strategies, and Structures, the remainder of the book features distinguished educators who write from their own unique experiential and theoretical stances. Jacqueline Ancess describes how teachers in New York City secondary schools increase their own learning while improving student outcomes • Milbrey W. McLaughlin and Joel Zarrow demonstrate how teachers learn to use data to improve their practice and meet educational standards • Lynne Miller presents a case study of a long-lived school, university partnership • Beverly Falk recounts stories of teachers working together to develop performance assessments, to understand their student’s learning, to re-think their curriculum, and much more • Laura Stokes analyzes a school that successfully uses inquiry groups. There are further contributions (including some from novice teachers) by Anna Richert Ershler, Ann Lieberman, Diane Wood, Sarah Warshauer Freedman, and Joseph P. McDonald. These powerful exemplars from practice provide a much-needed overview of what matters and what really works in professional development today.

Rethinking Rubrics in Writing Assessment Maja Wilson 2006 The book you’re about to read is not only a superb analysis of rubrics but a lesson in how to apply careful thinking to classroom practice. -Alfie Kohn, Author of The Case Against Standardized Testing This book will create the conversations educators desperately need-about accurate assessment, quality in writing, and informed teaching. -Randy Bomer, Author of For a Better World 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.

Common Core State Standards: Language Arts 9th And 10Th Grade

Speedy Publishing 2015-04-27 9th and 10th graders usually associate language arts to boredom. They will be required to write compositions and read literary pieces. This guide will help students write objectively as laid out in the 4-paged document. There will be writing assignments, activities and objectives to help sharpen the students' writing skills. Encourage them to write and be creative by giving them a copy today.

Handbook of Writing Research, Second Edition Charles A. MacArthur 2016-10-31 The definitive reference in the field, this volume synthesizes current knowledge on writing development and instruction at all grade levels. Prominent scholars examine numerous facets of writing from sociocultural, cognitive, linguistic, neuroscience, and new literacy/technological perspectives. The volume reviews the evidence base for widely used instructional approaches, including those targeting particular components of writing. Issues in teaching specific populations—including students with disabilities and English learners—are addressed. Innovative research methods and analytic tools are clearly explained, and key directions for future investigation identified. New to This Edition

* Chapters on genre instruction, evaluation and revision, argumentative writing, computer-based instruction, and professional development.
* Chapters on new literacies, out-of-school writing, translation, and self-regulation.
* Many new topics and authors, including more international perspectives.
* Multiple chapters connect research findings to the Common Core writing standards. See also the editors' Best Practices in Writing Instruction, Second Edition, an accessible course text and practitioner's guide.

Helping English Language Learners Develop Writing Proficiency Using the
Thesis Evidence Model in the High School Social Studies Classroom Keith R. Fleming 2015 English Language Learners (ELL) are struggling to develop literacy skills in social studies classes at the high school level in conjunction with the transition to Common Core State Standards (CCSS) and assessment. The researcher conducted a qualitative teacher action research study. Participants included freshman high school students in mainstream, college preparatory, World Cultures classes in an affluent, suburban, public school district in California. Through this teacher action research study, 34 high school grade students responded to a writing prompt used a pre-test evaluation. Students were then guided through a lesson sequence teaching writing strategies based in the Thesis-Evidence model. Upon completing these writing based lessons, students were evaluated again with another writing prompt, which served as the post-test. Both the pre-test and post-test were evaluated using a teacher created rubric aligned with the 9th grade CCSS for writing. Results indicated that the application of CCSS based writing strategies yielded improvement in all areas of academic writing for not only ELLs, but for the whole class as well.

Information and Emotion Diane Nahl 2007 Information Tomorrow offers an engaging, provocative, and wide-ranging discussion for systems librarians, library IT workers, library managers and administrators, and anyone working with or interested in technology in libraries.

Handbook of Formative Assessment Heidi Andrade 2010-04-02 Formative assessment has recently become a focus of renewed research as state and federal policy-makers realize that summative assessments have reached a point of diminishing returns as a tool for increasing student achievement. Consequently, supporters of large-scale testing programs are now beginning to consider the potential of formative assessments to improve student achievement. The mission of this handbook is to comprehensively profile this burgeoning field of study. Written by leading international scholars and practitioners, each chapter includes a discussion of key issues that dominate formative assessment policy and practice today, as well as those that are likely to affect research and practice in the coming years. Key features include: Comprehensive – nineteen chapters cover all aspects of formative assessment including classroom assessment, large-scale applications, technological applications, applications for special needs students, K-12 and post-secondary applications, psychometric considerations, case studies, and discussion of alternative assessment formats such as portfolios and performance assessments. Integrative – thoughtful attention is given to the integration of large-scale and classroom assessments. Practical – provides practical guidance on how to conduct formative assessments that generate credible
information to guide instruction. Global – provides perspectives from leading international scholars and practitioners whose expertise spans diverse settings, student populations, and educational systems. Accessible Style – although grounded in the latest research, the book’s style and tone has been carefully crafted to make it accessible to both the textbook and professional markets. It will also be a critical reference book for researchers in teacher preparation, educational administration, and educational policy studies.


STEM Student Research Handbook Darci J. Harland 2011 This comprehensive resource for STEM teachers and students, outlines the various stages of large-scale research projects, enabling teachers to coach their students through the research process. This handbook provides enough detail to embolden all teachers even those who have never designed an experiment on their own to support student-researchers through the entire process of conducting experiments.

Demonstrating Student Mastery with Digital Badges and Portfolios David Niguidula 2019-01-14 In Demonstrating Student Mastery with Digital Badges and Portfolios, David Niguidula shows how students can meet standards and express their individuality through digital badges and portfolios. Building off an essential question—What do schools want their students to know and be able to do?—he then shows how schools can implement a proficiency-based approach to student learning that has been successfully field-tested in districts across the United States. In manageable steps, readers are guided through the implementation process. Niguidula shows readers how to Connect standards to badges. Create portfolio-worthy tasks. Develop common rubrics and a common understanding of what work is considered "good enough." Guide students in curating the elements of their portfolios. Promote authentic student reflection on their work. Replete with real-life examples, this book is essential reading for principals who want to take their schools to the next level, and for teachers who want a refreshing and sensible approach to assessment.

Handbook of Writing Research Charles A. MacArthur 2008-01-14 Presents a collection of essays discussing the theories and models of writing research.

Put Some Pants on That Kid (PARENT/TEACHER) Crystal Crawford 2019-07-01 This is the Parent/Teacher Guide to accompany the Put Some
Pants on That Kid Student Book. (Student Book is sold separately.)

Writing well is an outgrowth of thinking well. Do your teenagers dread writing assignments? Do research papers make them want to scream? Does teaching essay-writing to your high schoolers feel like it's becoming a negative experience, for you and for them? Welcome to the Put Some Pants on That Kid writing curriculum! Put Some Pants on That Kid takes a big-picture, practical approach to writing, addressing the why behind the typical expectations for essays and research papers, and providing students the tools they need to understand those larger concepts, master them, and extrapolate them to future writing assignments. The Put Some Pants on That Kid curriculum is recommended for students at the 9th-12th grade levels, and covers: Essay writing (narrative and argumentative/persuasive) Research papers & research techniques Practical writing (business letters, business emails, resumes, cover letters, and writing in online spaces such as blogs or social media) An introduction to citation requirements and formatting for MLA and APA and more! Each topic is covered in-depth, addressing not only expectations and techniques for each style of writing, but also the reasons behind them. This curriculum teaches students how to think well about their ideas and the words which communicate them, and provides the tools for students to confidently fulfill assignment expectations while still allowing room for creativity and individual expression in their writing. The Put Some Pants on That Kid curriculum comes in two parts: The Student Book, which provides the core text for the curriculum, and The Parent/Teacher Guide, which provides a 32-week schedule, lesson plans, and techniques for using the curriculum with your high schoolers. The curriculum also includes free access to printable rubrics, handouts, checklists, and other resources for use with the curriculum. These resources are available online and may be printed and copied for you or your students' use as often as needed at no additional cost. Want to know more? Read more about this curriculum, including the story behind the title, at ccrawfordwriting.com/pantsonkid.


Building E-Portfolios Using PowerPoint Kathleen K. Montgomery 2008-01-24 A systematic approach toward creating a compelling electronic portfolio New to the Second Edition Expands coverage on planning and managing the development of an e-portfolio Addresses the National Educational Technology Standards (NETS) Presents new content on integrating PowerPoint with the Internet, as well as other applications Incorporates "Questions to Guide E-Portfolio Preparation" at the end of each chapter Provides notes on using PowerPoint 2007 Focuses on the future of e-portfolios in a revised chapter Includes a troubleshooting
section Also included This up-to-date guide includes a CD featuring several examples of e-portfolios, as well as a useful template. Intended Audience Designed for preservice and inservice teachers, this practical resource is essential for professional educator preparation.

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.

SAGE Handbook of Research on Classroom Assessment James H. McMillan 2013 The Sage Handbook of Research on Classroom Assessment provides scholars, professors, graduate students, and other researchers and policy makers in the organizations, agencies, testing companies, and school districts with a comprehensive source of research on all aspects of K-12 classroom assessment. The handbook emphasizes theory, conceptual frameworks, and all varieties of research (quantitative, qualitative, mixed methods) to provide an in-depth understanding of the knowledge base in each area of classroom assessment and how to conduct inquiry in the area. It presents classroom assessment research to convey, in depth, the state of knowledge and understanding that is represented by the research, with particular emphasis on how classroom assessment practices affect student achievement and teacher behavior. Editor James H. McMillan and five Associate Editors bring the best thinking and analysis from leading classroom assessment researchers on the nature of the research, making significant contributions to this prominent and hotly debated topic in education.

Document-Based Assessment Activities for Global History Classes Theresa C. Noonan 1999 Covers all significant eras of global history. Encourages students to analyze evidence, documents, and other data to make informed decisions. Develops essential writing skills.

Literacy and the Common Core Sarah Tantillo 2014-07-21 Tools and Insights for Meeting and Exceeding the Common Core Standards Literacy and the Common Core offers K–12 teachers clear guidance on how to design units, lessons, and objectives to meet the Common Core State Standards in English Language Arts; it’s filled with practical strategies that teachers can use immediately to target key standards; and it describes how to analyze the standards to support instructional planning and curriculum development. This book aims to make life a little easier for everyone—teachers, school leaders, parents, and students—as we all strive to prepare students for college and the careers they most desire. The book includes practical tools, templates, and rubrics ready to be downloaded and customized to meet your needs. Additional resources
may be found on the companion site, www.literacycookbook.com. Here are just a few of the essential topics addressed: Which standards to start with and how to tackle them How to bridge the gap when students are not on grade level How to engage and support parents How to teach students to write effectively How to translate the standards for actual use Take the recipes in this book, make them your own, and enjoy your new “Common Core Master Chef” status!

501 Writing Prompts LearningExpress (Organization) 2018 “This eBook features 501 sample writing prompts that are designed to help you improve your writing and gain the necessary writing skills needed to ace essay exams. Build your essay-writing confidence fast with 501 Writing Prompts!”

Writing, Grade 6 Spectrum 2006-12-11 Spectrum Writing creates student interest and sparks writing creativity! The lessons, perfect for students in grade 6, strengthen writing skills by focusing on sequence of events, comparing and contrasting, point of view, facts and opinions, and more! Each book provides an overview of the writing process, as well as a breakdown of the essential skills that build good writing. It features easy-to-understand directions, is aligned to national and state standards, and also includes a complete answer key. --Today, more than ever, students need to be equipped with the essential skills they need for school achievement and for success on proficiency tests. The Spectrum series has been designed to prepare students with these skills and to enhance student achievement. Developed by experts in the field of education, each title in the Spectrum workbook series offers grade-appropriate instruction and reinforcement in an effective sequence for learning success. Perfect for use at home or in school, and a favorite of parents, homeschoolers, and teachers worldwide, Spectrum is the learning partner students need for complete achievement.

Scaffolding Instruction and Using Graphic Organizers for Writing Effective In-class Summaries Dianne Fergus 2009 Research Question(s): To what extent do teaching students different summarizing strategies using graphic organizers and scaffolds and giving students practice with in-class writing influence students' ability to organize and write an effective summary in a timed, in-class setting? To what extent will teaching students to outline effective summaries using graphic organizers lead to students' eventually being able to create effective outlines for summaries on their own? Research Activities: This study examined the effects of (1) teaching students to summarize using graphic organizers and scaffolds and (2) giving students practice with in-class summary writing. Context: This study was conducted in a ninth-grade SDAIE English class that consisted of 11 students, of which 8 were boys and 3 were girls. The students came from
a variety of backgrounds, but all of the students were non-native English speakers. Instructional Approach: The intervention consisted of three weeks of carefully designed lessons that included a variety of graphic organizers, scaffolds, and modeling. During the first week of the intervention, the lessons focused on activating background knowledge, introducing types and formats of summary writing, and examining the rubric and models. The goal was to teach students to effectively produce summaries based on seven specific rubric criteria for summary writing. The summaries were scored on a four-point scale in each of the seven categories on the rubric, which were (1) Introduction; (2) Details and Facts; (3) Neutrality; (4) Paraphrasing; (5) Voice; (6) Point of View; and (7) Conclusion. The lessons during the second week of the intervention focused on deciphering the main points of a text and organizing those points using graphic organizers, as well as on in-class practice of summary writing. Over the course of the third week of the intervention, the lessons focused on avoiding plagiarism, paraphrasing, and putting new skills into practice. Data Gathering: Both prior to the intervention and after the intervention, data were collected in the form of in-class summaries and surveys that students filled out about their perceived difficulty with various aspects of summary writing; in addition, students wrote mid-intervention paragraph summaries. Time-sampling observational data about student behaviors were gathered while students wrote both baseline and outcome summaries. Results: Comparison of baseline and outcome data indicates that students' ability to write in-class summaries improved significantly in this intervention. In baseline writing data, on average, the students in the class scored 1.5 on a 4-point rubric, with 3 being considered "proficient." Outcome data for an equivalent task showed that, on average, the students in the class scored 2.3 on the same 4-point rubric. All students in the class scored higher on the outcome summary assignment than they had scored on the baseline summary assignment, with the greatest improvement being a difference of 1.7 points. Students could write a more complete, well-organized, and effective summary after the intervention. The area still most challenging for students was concluding effectively in a timed setting. All but one of the students reported that they enjoyed writing summaries the same or more after the intervention. Grade Level: 9th grade. Data Collection Methods: Writing Assessment, Writing Samples, Survey-Self-Assessment, Observation-Student behavior. Curriculum Areas: English Language Arts: ESL/ELL, Writing. Instructional Approaches: Graphic Organizers, Scaffolded Instruction, Writing-Summarizing, Writing-On-demand writing, Writing-Explicit instruction.

Famous Inventors & Inventions Speedy Publishing 2014-09-30 Famous
inventors and the inventions they develop is a fascinating area of historical study that is usually far too advanced for young children. However, a *Famous Inventors & Inventions Picture Book* breaks that information down in a way that is interesting and engaging to young boys and girls. Instead of pages and pages of text that makes no sense to them, children can see a picture of the inventor alongside the invention they created. This helps to begin laying the foundation for this knowledge in children at a young age and may even spark their interest and imagination in this area.

*Artificial Intelligence in Education* Ulrich Hoppe 2003 This work reports on research into intelligent systems, models, and architectures for educational computing applications. It covers a wide range of advanced information and communication and computational methods applied to education and training.