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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?

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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.

Americans have long recognized that investments in public education contribute to



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the common good, enhancing national prosperity and supporting stable families, neighborhoods, and communities. Education is even more critical today, in the face of economic, environmental, and social challenges. Today's children can meet future challenges if their schooling and informal learning activities prepare them for adult roles as citizens, employees, managers, parents, volunteers, and entrepreneurs. To achieve their full potential as adults, young people need to develop a range of skills and knowledge that facilitate mastery and application of English, mathematics, and other school subjects. At the same time, business and political leaders are increasingly asking schools to develop skills such as problem solving, critical thinking, communication, collaboration, and self-management - often referred to as "21st century skills." Education for Life and Work: Developing Transferable Knowledge and Skills in the 21st Century describes this important set of key skills that increase deeper learning, college and career readiness, student-centered learning, and higher order thinking. These labels include both cognitive and non-cognitive skills- such as critical thinking, problem solving, collaboration, effective communication, motivation, persistence, and learning to learn. 21st century skills also include creativity, innovation, and ethics that are important to later success and may be developed in formal or informal learning environments. This report also describes how these skills relate to each other and to more traditional academic skills and content in the key disciplines of reading, mathematics, and science. Education for Life and Work: Developing Transferable Knowledge and Skills in the 21st Century summarizes the findings of the research

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that investigates the importance of such skills to success in education, work, and other areas of adult responsibility and that demonstrates the importance of developing these skills in K-16 education. In this report, features related to learning these skills are identified, which include teacher professional development, curriculum, assessment, after-school and out-of-school programs, and informal learning centers such as exhibits and museums.

Motivation makes all the difference. And what's more motivating than the expectation of success? The instructions are clear and to the point, so students can quickly get down to writing practice in these 64-page worktexts. Helpful prompts pack the worktext lesson pages including illustrations, examples, and sample responses. Sample Content: book and movie reviews, travelogue, a character sketch, fashions.

The Second Edition of Johnny Saldaña's international bestseller provides an in-depth guide to the multiple approaches available for coding qualitative data. Fully up to date, it includes new chapters, more coding techniques and an additional glossary. Clear, practical and authoritative, the book: -describes how coding initiates qualitative data analysis -demonstrates the writing of analytic memos -discusses available analytic software -suggests how best to use The Coding

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Manual for Qualitative Researchers for particular studies. In total, 32 coding methods are profiled that can be applied to a range of research genres from grounded theory to phenomenology to narrative inquiry. For each approach, Saldaña discusses the method's origins, a description of the method, practical applications, and a clearly illustrated example with analytic follow-up. A unique and invaluable reference for students, teachers, and practitioners of qualitative inquiry, this book is essential reading across the social sciences.

This book is devoted to scholarship in the field of self-directed learning in the 21st century, with specific reference to higher education. The target audience of the book includes scholars in the field of self-directed learning and higher education. The book contributes to the discourse on the quality of education in the 21st century and adds to the body of scholarship in terms of self-directed learning, and specifically its role in higher education. Although all the chapters in the book directly address self-directed learning, the different foci and viewpoints raised make the book a rich knowledge bank of work on self-directed learning.

Great literature provides didactic commentaries on universal themes in the drama of life and visceral lessons on leadership. The careful reading of timeless novels position readers to emerge as astute protagonists in their own stories in the context of the grander narrative and internalize universal themes of the human story. Students of the great works of literature also emerge culturally literate, with

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a better understanding of themselves and others in relation to nobler virtues, traditions, and purposes. In addition to demonstrating great works of literature as among the first formal books on leadership, this book makes explicit connections between the study of literature and the research found in leadership and management studies. This book: Provides a bridge between the robust literary world and the leadership and management genre. Demonstrates how language and literature uniquely develop leaders to have a sophisticated understanding of historical and contemporary cultures, events, and people. Documents how powerful narratives either promote or diminish human flourishing. Illustrates the usefulness of all great literature and stories in shaping engaging and compelling workplace narratives that inspire and engage the collective. Equips leaders and managers with the knowledge and skills to embrace the drama of leadership and engage in meaningful sensemaking to help organizations thrive. Encourages readers to be connoisseurs of great works of literature and include such works in their leadership libraries. This book is ideal for the initiated and uninitiated in the study of literature and leadership by making explicit complementary and relevant insights to make reading and leading much more meaningful. Those unfamiliar with great literature will gain a deeper appreciation for books serving as tutors and mentors in the ways of leadership and become more discerning readers. Those unfamiliar with the leadership genre will improve their acumen to use endearing and enduring narratives to influence people and organizations.

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Released for the first time in paperback, this landmark social and political volume on feminism is credited with being responsible for raising awareness, liberating both sexes, and triggering major advances in the feminist movement. Reprint.

Forensic science includes all aspects of investigating a crime, including: chemistry, biology and physics, and also incorporates countless other specialties. Today, the service offered under the guise of "forensic science" includes specialties from virtually all aspects of modern science, medicine, engineering, mathematics and technology. The Encyclopedia of Forensic Sciences, Second Edition is a reference source that will inform both the crime scene worker and the laboratory worker of each other's protocols, procedures and limitations. Written by leading scientists in each area, every article is peer reviewed to establish clarity, accuracy, and comprehensiveness. As reflected in the specialties of its Editorial Board, the contents covers the core theories, methods and techniques employed by forensic scientists – and applications of these that are used in forensic analysis. This 4-volume set represents a 30% growth in articles from the first edition, with a particular increase in coverage of DNA and digital forensics Includes an international collection of contributors The second edition features a new 21-member editorial board, half of which are internationally based Includes over 300 articles, approximately 10pp on average Each article features a) suggested readings which point readers to additional sources for more information, b) a list of related Web sites, c) a 5-10 word glossary and definition paragraph, and d) cross-

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