

## Simple Research Paper Rubric

Assessment, Learning and Judgement in Higher Education  
Designing Rubrics for K-6 Classroom Assessment  
Introduction to Rubrics  
The Literacy Cookbook  
Effective Grading  
Rubric Assessment Goes to College  
Debating Thesis Supervision  
The Whites of Their Eyes  
Assessing Student Learning  
Tests That Teach  
Power Up Blended Learning  
Rethinking Rubrics in Writing Assessment  
Incredible Insects  
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The Simple 6: A Writing Rubric for Kids  
Writing, Grade 2  
A Concise Guide to Improving Student Learning  
Peer-assisted Learning  
A Handbook of Reflective and Experiential Learning  
Civic Responsibility and Higher Education  
Prentice Hall Literature  
Action Research in Education  
On Your Mark  
A Manual for Writers of Research Papers, Theses, and Dissertations, Seventh Edition  
Writing an A+ Research Paper: A Roadmap for Beginning and Experienced Writers  
The Literary Essay  
Mastering Academic Writing  
How to Create and Use Rubrics for Formative Assessment and Grading  
Living and Nonliving  
How to Give Effective Feedback to Your Students, Second Edition  
Engaging Ideas  
Writing and Grammar: Ruby level (11)  
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Rubrics for Formative Assessment and Grading (Quick Reference Guide 25-Pack)  
Social Studies for Secondary Schools  
A Rulebook for Arguments  
The Nurse Manager's Guide to Innovative Staffing

### Assessment, Learning and Judgement in Higher Education

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

### Designing Rubrics for K-6 Classroom Assessment

What is assessment? -- How can student learning be assessed? -- What is good assessment? -- Why are you assessing student learning? -- The keys to a culture of assessment: tangible value and respect -- Supporting assessment efforts with time, infrastructure, and resources -- Organizing an assessment process -- Developing learning goals -- Using a scoring guide or rubric to plan and evaluate an assignment -- Creating an effective assignment -- Writing a traditional test -- Assessing values, attitudes, dispositions, and habits of mind -- Assembling assessment information into portfolios -- Selecting a published test or survey -- Setting benchmarks or standards -- Summarizing and analyzing assessment results -- Sharing assessment results with internal and external audiences -- Using assessment results effectively and appropriately -- Keeping the momentum going.

## Introduction to Rubrics

Properly crafted and individually tailored feedback on student work boosts student achievement across subjects and grades. In this updated and expanded second edition of her best-selling book, Susan M. Brookhart offers enhanced guidance and three lenses for considering the effectiveness of feedback: (1) does it conform to the research, (2) does it offer an episode of learning for the student and teacher, and (3) does the student use the feedback to extend learning? In this comprehensive guide for teachers at all levels, you will find information on every aspect of feedback, including

- Strategies to uplift and encourage students to persevere in their work.
- How to formulate and deliver feedback that both assesses learning and extends instruction.
- When and how to use oral, written, and visual as well as individual, group, or whole-class feedback.
- A concise and updated overview of the research findings on feedback and how they apply to today's classrooms.

In addition, the book is replete with examples of good and bad feedback as well as rubrics that you can use to construct feedback tailored to different learners, including successful students, struggling students, and English language learners. The vast majority of students will respond positively to feedback that shows you care about them and their learning. Whether you teach young students or teens, this book is an invaluable resource for guaranteeing that the feedback you give students is engaging, informative, and, above all, effective.

## The Literacy Cookbook

Learn to design interest-provoking writing and critical thinking activities and incorporate them into your courses in a way that encourages inquiry, exploration, discussion, and debate, with *Engaging Ideas*, a practical nuts-and-bolts guide for teachers from any discipline. Integrating critical thinking with writing-across-the-curriculum approaches, the book shows how teachers from any discipline can incorporate these activities into their courses. This edition features new material dealing with genre and discourse community theory, quantitative/scientific literacy, blended and online learning, and other current issues.

## Effective Grading

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.

### **Rubric Assessment Goes to College**

Peer Assisted Learning (PAL) involves children in school consciously assisting others to learn, and in so doing learning more effectively themselves. It encompasses peer tutoring, peer modeling, peer education, peer counseling, peer monitoring, and peer assessment, which are differentiated from other more general "co-operative learning" methods. PAL is not diluted or surrogate "teaching"; it complements and supplements (but never replaces) professional teaching--capitalizing on the unique qualities and richness of peer interaction and helping students become empowered democratically to take more responsibility for their own learning. In this book, PAL is presented as a set of dynamic, robust, effective, and flexible approaches to teaching and learning, which can be used in a range of different settings. The chapters provide descriptions of good practice blended with research findings on effectiveness. They describe procedures that can be applied to all areas of the school curriculum, and can be used with learners of all levels of ability, including gifted students, students with disabilities, and second-language learners. Among the distinguished contributors, many are from North America, while others are from Europe and Australia. The applicability of the methods they present is worldwide. Peer-Assisted Learning is designed to be accessible and useful to teachers and to those who employ, train, support, consult with, and evaluate them. Many chapters will be helpful to teachers aiming to replicate in their own school environments the cost-effective procedures described. A practical resources guide is included. This volume will also be of interest to faculty and researchers in the fields of education and psychology, to community educators who want to learn about the implications of Peer Assisted Learning beyond school contexts, and to employers and others involved in post-school training.

### **Debating Thesis Supervision**

Rubrics are essential to help students learn how to learn and, when used correctly, are strong tools that support and enhance classroom instruction and student learning. But rubrics are often unclear and confusing for students, providing few specifics on what learning is meant to take place. In this quick reference guide, Susan M. Brookhart details how to create and use rubrics to improve assessment and understanding in the classroom. Brookhart identifies the two essential components that separate rubrics from other assessment tools, provides steps to critically review rubrics, and answers frequently asked questions about how to use rubrics when grading. She also outlines the differences between and uses of the four types of rubrics. Packed with information, sample rubrics, and strategies for student engagement, this guide is a great resource for any educator who wants to

more effectively incorporate rubrics into the classroom. This 8.5" x 11" multi-panel guide is laminated for extra durability and 3-hole-punched for binder storage. Buy singles or save 10% on a pack of 25.

### **The Whites of Their Eyes**

The first edition of *Assessing Student Learning* has become the standard reference for college faculty and administrators who are charged with the task of assessing student learning within their institutions. The second edition of this landmark book offers the same practical guidance and is designed to meet ever-increasing demands for improvement and accountability. This edition includes expanded coverage of vital assessment topics such as promoting an assessment culture, characteristics of good assessment, audiences for assessment, organizing and coordinating assessment, assessing attitudes and values, setting benchmarks and standards, and using results to inform and improve teaching, learning, planning, and decision making.

### **Assessing Student Learning**

Create and sustain a learning environment where students thrive and stakeholders are accurately informed of student progress. Clarify the purpose of grades, craft a vision statement aligned with this purpose, and discover research-based strategies to implement effective grading and reporting practices. Identify policies and practices that render grading inaccurate, and understand the role grades play in students' future success and opportunities.

### **Tests That Teach**

Proven methods for teaching reading comprehension to all students The *Literacy Cookbook* is filled with classroom-tested techniques for teaching reading comprehension to even the most hard-to-reach students. The book offers a review of approaches that are targeted for teaching reading, writing, speaking and listening skills. The book also includes information on how to connect reading, writing, and test prep. Contains accessible and easy-to-adopt recipes for strengthening comprehension, reading, writing, and oral fluency. Terrific resources are ready for download on the companion website. The materials in this book are aligned with the English Language Arts Common Core Standards The website includes an ELA Common Core Tracking Sheet, a handy resource when writing or evaluating curriculum.

### **Power Up Blended Learning**

This concise guidebook is intended for faculty who are interested in engaging their students and developing deep and lasting learning, but do not have the time to immerse themselves in the scholarship of teaching and learning. Acknowledging the growing body of peer-reviewed literature on practices that can dramatically impact teaching, this intentionally brief book: \* Summarizes recent research on six of the most compelling principles in learning and teaching \* Describes their application to the college classroom \* Presents teaching strategies that are based

on pragmatic practices \* Provides annotated bibliographies and important citations for faculty who want to explore these topics further This guidebook begins with an overview of how we learn, covering such topics such as the distinction between expert and novice learners, memory, prior learning, and metacognition. The body of the book is divided into three main sections each of which includes teaching principles, applications, and related strategies – most of which can be implemented without extensive preparation. The applications sections present examples of practice across a diverse range of disciplines including the sciences, humanities, arts, and pre-professional programs. This book provides a foundation for the reader explore these approaches and methods in his or her teaching.

### **Rethinking Rubrics in Writing Assessment**

Americans have always put the past to political ends. The Union laid claim to the Revolution--so did the Confederacy. Civil rights leaders said they were the true sons of liberty--so did Southern segregationists. This book tells the story of the centuries-long struggle over the meaning of the nation's founding, including the battle waged by the Tea Party, Glenn Beck, Sarah Palin, and evangelical Christians to "take back America." Jill Lepore, Harvard historian and New Yorker staff writer, offers a careful and concerned look at American history according to the far right, from the "rant heard round the world," which launched the Tea Party, to the Texas School Board's adoption of a social-studies curriculum that teaches that the United States was established as a Christian nation. Along the way, she provides rare insight into the eighteenth-century struggle for independence--a history of the Revolution, from the archives. Lepore traces the roots of the far right's reactionary history to the bicentennial in the 1970s, when no one could agree on what story a divided nation should tell about its unruly beginnings. Behind the Tea Party's Revolution, she argues, lies a nostalgic and even heartbreaking yearning for an imagined past--a time less troubled by ambiguity, strife, and uncertainty--a yearning for an America that never was. The Whites of Their Eyes reveals that the far right has embraced a narrative about America's founding that is not only a fable but is also, finally, a variety of fundamentalism--anti-intellectual, antihistorical, and dangerously antipluralist. In a new afterword, Lepore addresses both the recent shift in Tea Party rhetoric from the Revolution to the Constitution and the diminished role of scholars as political commentators over the last half century of public debate.

### **Incredible Insects**

Teaching and Learning at a Distance is written for introductory distance education courses for preservice or in- service teachers, and for training programs that discuss teaching distant learners or managing distance education systems. This text provides readers with the basic information needed to be knowledgeable distance educators and leaders of distance education programs. The teacher or trainer who uses this book will be able to distinguish between appropriate uses of distance education. In this text we take the following themes: The first theme is the definition of distance education. Before we started writing the first edition of Teaching and Learning at a Distance we carefully reviewed the literature to determine the definition that would be at the foundation of our writing. This definition is based on the work of Desmond Keegan, but is unique to this book. This

definition of distance education has been adopted by the Association for Educational Communications and Technology and by the Encyclopedia Britannica. The second theme of the book was the importance of research to the development of the contents of the book. The best practices presented in Teaching and Learning at a Distance are validated by scientific evidence. Certainly there are “rules of thumb”, but we have always attempted to only include recommendations that can be supported by research. The third theme of Teaching and Learning at a Distance is derived from Richard Clark’s famous quote published in the Review of Educational Research that states that media are mere vehicles that do not directly influence achievement. Clark’s controversial work is discussed in the book, but is also fundamental to the book’s advocacy for distance education – in other words, we authors did not make the claim that education delivered at a distance was inherently better than other ways people learn. Distance delivered instruction is not a “magical” approach that makes learners achieve more. The fourth theme of the book is equivalency theory. Here we presented the concept that instruction should be provided to learners that is equivalent rather than identical to what might be delivered in a traditional environment. Equivalency theory helps the instructional designer approach the development of instruction for each learner without attempting to duplicate what happens in a face to face classroom. The final theme for Teaching and Learning at a Distance is the idea that the book should be comprehensive – that it should cover as much of the various ways instruction is made available to distant learners as is possible. It should be a single source of information about the field.

### **Assessing Student Learning**

This book gives a rounded understanding of the complexities of staffing and care delivery without focusing on a narrow view of traditional staffing. This books provides easy to understand examples to obtain quality outcomes, staff satisfaction, and patient satisfaction and safety.

### **The Simple 6: A Writing Rubric for Kids**

Prentice Hall Literature, Penguin Edition ((c)2007) components for The American Experience.

### **Writing, Grade 2**

Now in its 4th edition, this popular text for secondary social studies methods courses integrates discussions of educational goals and the nature of history and social studies with ideas for organizing social studies curricula, units, lessons, projects, and activities. A major theme throughout is that what teachers choose to teach and the way they teach reflect their broader understanding of society, history, and the purpose of social studies education. Advocating an inquiry and activity-based view of social studies teaching that respects the points of view of students and teachers, and based in practice and experience, it offers systematic support and open, honest advice for new teachers. Each chapter addresses a broad question about social studies education; sub-chapters begin with narrower questions that direct attention to specific educational issues. Lesson ideas and

materials in the book and online are especially designed to help new teachers to address common core learning standards, to work in inclusive settings, and to promote literacy and the use of technology in social studies classrooms. Chapters include highlighted Learning Activities, Teaching Activities, and Classroom Activities designed to provoke discussion and illustrate different approaches to teaching social studies, and conclude with recommendations for further reading and links to on-line essays about related social studies topics. Activities are followed by four categories: "Think it over," "Add your voice to the discussion," "Try it yourself," and "It's your classroom." All of these are supported with online teaching material. Designed for undergraduate and graduate pre-service social studies methods courses, this text is also useful for in-service training programs, as a reference for new social studies teachers, and as a resource for experienced social studies educators who are engaged in rethinking their teaching practice. New in the Fourth Edition Provides a number of new lesson ideas paired with online lesson plans and activity sheets in every chapter Takes a new focus on data-driven, standards-based instruction, especially in relation to the common core curriculum Addresses the interactive nature of learning in updated technology sections Reflects current trends in history education Includes more of what the author has learned from working teachers Offers a wealth of additional on-line material linked to the text

### **A Concise Guide to Improving Student Learning**

This handbook acts as an essential guide to understanding and using reflective and experiential learning - whether it be for personal or professional development, or as a tool for learning. It takes a fresh look at experiential and reflective learning, locating them within an overall theoretical framework for learning and exploring the relationships between different approaches. As well as the theory, the book provides practical ideas for applying the models of learning, with tools, activities and photocopiable resources which can be incorporated directly into classroom practice. This book is essential reading to guide any teacher, lecturer or trainer wanting to improve teaching and learning.

### **Peer-assisted Learning**

The grading process can yield rich information about student learning. Effective Grading enables faculty to go beyond using grades as isolated artifacts and helps them make classroom grading processes more fair, time-efficient, and conducive to learning. Classroom assessment of student learning can then contribute to departmental and general-education assessment in ways that meet the needs of institutions and accrediting agencies. Tailored to specific needs of faculty members who seek to make grading a valuable part of student learning and motivation, Effective Grading balances assessment theory and hands-on advice. It offers an in-depth examination of the link between teaching and grading and provides concrete guidance on such critical steps as setting and communicating grading standards, developing assignments to grade, managing time spent on grading, and providing feedback for students.

### **A Handbook of Reflective and Experiential Learning**

The role of rubrics in assessing student progress is explained. Information and examples on how to develop rubrics to fit your needs are also provided.

### **Civic Responsibility and Higher Education**

Now that the No Child Left Behind Act has left its mark on public education, educators across the United States are all the more invested in preparing their students for state and national assessments. In *Tests That Teach: Using Standardized Tests to Improve Instruction*, Karen Tankersley guides you with proven tips and instructional strategies to help your students perform to their potential. Covering all core contents areas—language arts, social studies, math, and science—and respecting all levels of student performance, Tankersley

- \*Examines the various types of questions that routinely appear on these assessments;
- \*Provides sample multiple-choice and constructed-response questions from the tests;
- \*Offers guidelines on how to create daily lessons that encourage students to practice the skills and demonstrate the knowledge they'll need to use on the high-stakes tests;
- \*Suggests word lists, games, discussion topics, and testing ideas for your classroom; and
- \*Describes how school staff can create a learning community that fosters collaboration among teachers and high performance in students.

Also included are a wealth of online resources for lesson plans, daily classroom activities, and virtual field trips, as well as links to every state's released materials on its own assessment. As Tankersley explains, teaching students the skills they need to do well on constructed-response tests will better prepare students both to score well on state and national assessments and to take their place as thoughtful and organized thinkers in a rapidly changing, competitive society.

### **Prentice Hall Literature**

*What We Really Value* traces the origins of traditional rubrics within the theoretical and historical circumstances out of which they emerged, then holds rubrics up for critical scrutiny in the context of contemporary developments in the field. As an alternative to the generic character and decontextualized function of scoring guides, he offers dynamic criteria mapping, a form of qualitative inquiry by which writing programs (as well as individual instructors) can portray their rhetorical values with more ethical integrity and more pedagogical utility than rubrics allow. To illustrate the complex and indispensable insights this method can provide, Broad details findings from his study of eighty-nine distinct and substantial criteria for evaluation at work in the introductory composition program at "City University." These chapters are filled with the voices of composition instructors debating and reflecting on the nature, interplay, and relative importance of the many criteria by which they judged students' texts. Broad concludes his book with specific strategies that can help writing instructors and programs to discover, negotiate, map, and express a more robust truth about what they value in their students' rhetorical performances.

### **Action Research in Education**

The second edition of *Effective Grading*—the book that has become a classic in the

field—provides a proven hands-on guide for evaluating student work and offers an in-depth examination of the link between teaching and grading. Authors Barbara E. Walvoord and Virginia Johnson Anderson explain that grades are not isolated artifacts but part of a process that, when integrated with course objectives, provides rich information about student learning, as well as being a tool for learning itself. The authors show how the grading process can be used for broader assessment objectives, such as curriculum and institutional assessment. This thoroughly revised and updated edition includes a wealth of new material including: Expanded integration of the use of technology and online teaching A sample syllabus with goals, outcomes, and criteria for student work New developments in assessment for grant-funded projects Additional information on grading group work, portfolios, and service-learning experiences New strategies for aligning tests and assignments with learning goals Current thought on assessment in departments and general education, using classroom work for program assessments, and using assessment data systematically to "close the loop" Material on using the best of classroom assessment to foster institutional assessment New case examples from colleges and universities, including community colleges "When the first edition of *Effective Grading* came out, it quickly became the go-to book on evaluating student learning. This second edition, especially with its extension into evaluating the learning goals of departments and general education programs, will make it even more valuable for everyone working to improve teaching and learning in higher education." —L. Dee Fink, author, *Creating Significant Learning Experiences* "Informed by encounters with hundreds of faculty in their workshops, these two accomplished teachers, assessors, and faculty developers have created another essential text. Current faculty, as well as graduate students who aspire to teach in college, will carry this edition in a briefcase for quick reference to scores of examples of classroom teaching and assessment techniques and ways to use students' classroom work in demonstrating departmental and institutional effectiveness." —Trudy W. Banta, author, *Designing Effective Assessment*

### **On Your Mark**

### **A Manual for Writers of Research Papers, Theses, and Dissertations, Seventh Edition**

Provides a simple explanation of the differences between things that are living and nonliving, and includes examples of each.

### **Writing an A+ Research Paper: A Roadmap for Beginning and Experienced Writers**

This book provides an actionable framework for leaders looking to implement a long-term professional learning plan that extends professional development beyond a handful of days each year to create a "coaching culture" that supports teachers as they move toward blended learning. Blended learning expert Catlin Tucker provides tools and resources for embedding professional learning into your school's culture, including: Coaching protocols Templates for feedback Lesson

planning resources for blended learning Rubrics for evaluation Stories and tips from blended learning coaches Vignettes from teachers who have successfully shifted to a blended learning model Reflection questions for leading book studies

### **The Literary Essay**

More than a century ago, John Dewey challenged the education community to look to civic involvement for the betterment of both community and campus. Today, the challenge remains. In his landmark book, editor Thomas Ehrlich has collected essays from national leaders who have focused on civic responsibility and higher education. Imparting both philosophy and working examples, Ehrlich provides the inspiration for innovative new programs in this essential area of learning.

### **Mastering Academic Writing**

Features strategies for teachers to prevent plagiarism by helping students understand what plagiarism is.

### **How to Create and Use Rubrics for Formative Assessment and Grading**

A collection of stories, games, trivia questions, and crafts introduce children to different insects

### **Living and Nonliving**

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.

### **How to Give Effective Feedback to Your Students, Second**

## **Edition**

There has been a remarkable growth of interest in the assessment of student learning and its relation to the process of learning in higher education over the past ten years. This interest has been expressed in various ways – through large scale research projects, international conferences, the development of principles of assessment that supports learning, a growing awareness of the role of feedback as an integral part of the learning process, and the publication of exemplary assessment practices. At the same time, more limited attention has been given to the underlying nature of assessment, to the concerns that arise when assessment is construed as a measurement process, and to the role of judgement in evaluating the quality of students' work. It is now timely to take stock of some of the critical concepts that underpin our understanding of the multifarious relationships between assessment and learning, and to explicate the nature of assessment as judgement. Despite the recent growth in interest noted above, assessment in higher education remains under-conceptualized. This book seeks to make a significant contribution to conceptualizing key aspects of assessment, learning and judgement.

## **Engaging Ideas**

Debating Thesis Supervision features chapters on the topic of thesis supervision by departmental members and three academics, which together provide a rich and compelling line of argument worthy of careful study, critique and elaboration. Four articles are presented with replies by each author and a postscript. Together, they have the objective of exemplifying responsible and rigorous debate on thesis supervision on the one hand, while providing space for conceptual clarification and elaboration on the other.

## **Writing and Grammar: Ruby level (11)**

### **Teaching and Learning at a Distance**

Do you want to expand working knowledge of how to construct, revise, and implement rubrics with specific how-to's and plenty of examples? Rubric Assessment Goes to College provides effective college-level rubrics that are the right tools for the job of objective, comprehensive assessment and can be constructed almost as easily as constructing an ice cream sundae!

### **Effective Grading**

This book has been replaced by Action Research in Education, Second Edition, ISBN 978-1-4625-4161-4.

### **What We Really Value**

### **Plagiarism**

Focussing on research-related assignments, this book helps you navigate the potential pitfalls of academic writing through the experience of students who face the same challenges you do. Packed with hands-on exercises and insightful feedback, this workbook gives you the practice you need to fine tune your academic writing. Using their years of experience coaching students, the authors help you to: Develop and hone arguments Organise and interpret source material Write effective research proposals Follow academic conventions with confidence Complete collaborative writing projects. Encouraging and empowering, this book provides support as you progress through years of academic study, allowing you to develop your skills beyond the basics and master academic writing at an advanced level. SAGE Study Skills are essential study guides for students of all levels. From how to write great essays and succeeding at university, to writing your undergraduate dissertation and doing postgraduate research, SAGE Study Skills help you get the best from your time at university. Visit the SAGE Study Skills hub for tips, resources and videos on study success!

### **Rubrics for Formative Assessment and Grading (Quick Reference Guide 25-Pack)**

Dewey. Bellow. Strauss. Friedman. The University of Chicago has been the home of some of the most important thinkers of the modern age. But perhaps no name has been spoken with more respect than Turabian. The dissertation secretary at Chicago for decades, Kate Turabian literally wrote the book on the successful completion and submission of the student paper. Her *Manual for Writers of Research Papers, Theses, and Dissertations*, created from her years of experience with research projects across all fields, has sold more than seven million copies since it was first published in 1937. Now, with this seventh edition, Turabian's *Manual* has undergone its most extensive revision, ensuring that it will remain the most valuable handbook for writers at every level—from first-year undergraduates, to dissertation writers apprehensively submitting final manuscripts, to senior scholars who may be old hands at research and writing but less familiar with new media citation styles. Gregory G. Colomb, Joseph M. Williams, and the late Wayne C. Booth—the gifted team behind *The Craft of Research*—and the University of Chicago Press Editorial Staff combined their wide-ranging expertise to remake this classic resource. They preserve Turabian's clear and practical advice while fully embracing the new modes of research, writing, and source citation brought about by the age of the Internet. Booth, Colomb, and Williams significantly expand the scope of previous editions by creating a guide, generous in length and tone, to the art of research and writing. Growing out of the authors' best-selling *Craft of Research*, this new section provides students with an overview of every step of the research and writing process, from formulating the right questions to reading critically to building arguments and revising drafts. This leads naturally to the second part of the *Manual for Writers*, which offers an authoritative overview of citation practices in scholarly writing, as well as detailed information on the two main citation styles ("notes-bibliography" and "author-date"). This section has been fully revised to reflect the recommendations of the fifteenth edition of *The Chicago Manual of Style* and to present an expanded array of source types and updated examples, including guidance on citing electronic sources. The final section of the book treats issues of style—the details that go into making a strong

paper. Here writers will find advice on a wide range of topics, including punctuation, table formatting, and use of quotations. The appendix draws together everything writers need to know about formatting research papers, theses, and dissertations and preparing them for submission. This material has been thoroughly vetted by dissertation officials at colleges and universities across the country. This seventh edition of Turabian's Manual for Writers of Research Papers, Theses, and Dissertations is a classic reference revised for a new age. It is tailored to a new generation of writers using tools its original author could not have imagined—while retaining the clarity and authority that generations of scholars have come to associate with the name Turabian.

### **Social Studies for Secondary Schools**

#### **A Rulebook for Arguments**

This series of books is designed to help upper elementary teachers teach a rigorous yearlong writing curriculum.

#### **The Nurse Manager's Guide to Innovative Staffing**

State-adopted textbook, 2001-2007, grade 11.

[ROMANCE](#) [ACTION & ADVENTURE](#) [MYSTERY & THRILLER](#) [BIOGRAPHIES & HISTORY](#) [CHILDREN'S](#) [YOUNG ADULT](#) [FANTASY](#) [HISTORICAL FICTION](#) [HORROR](#) [LITERARY FICTION](#) [NON-FICTION](#) [SCIENCE FICTION](#)