

Writer's Choice
Grammar and Composition

Writing Assessment and Evaluation Rubrics

Grade 8



New York, New York Columbus, Ohio Woodland Hills, California Peoria, Illinois

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How to Use This Assessment Guide

This ancillary provides one or more rubrics that can be used to evaluate each writing assignment in *Writer's Choice*.

- All assignments can be evaluated by using either the General Rubric for Holistic Evaluation or the General Rubric for Analytic Evaluation.
- Most assignments can be evaluated by using one of the general rubrics or by using an analytic rubric specific to a particular writing mode.
- Writing Process in Action assignments can be evaluated by using the general rubrics, the writing mode-specific rubrics, or the analytic rubrics designed specifically for them. In addition, annotated above-average, average, and below-average models of each Writing Process in Action assignment are provided. Each model includes a summary that identifies the piece's strengths and weaknesses, presents revision strategies, and suggests the holistic and analytic scores the model might receive.

To quickly ascertain which rubrics are appropriate for each assignment, use the following Guide to Writing Assignments and Corresponding Rubrics.

Writing Assessment and Evaluation Rubrics

Guide to Writing Assignments and Corresponding Rubrics

<i>Writer's Choice Assignments</i>	Rubrics	<i>Writer's Choice Assignments</i>	Rubrics
p. 11 Write a Letter	10, 14, 17	p. 184 Unit 4 Writing Process in Action	10, 14, 31
p. 15 Write a Learning Log Entry	10, 14, 17	p. 195 Writing Across the Curriculum	10, 14, 36
p. 15 Viewing and Representing	10, 14, 17, 26	p. 205 Write an Informative Essay	10, 14, 36, 38
p. 19 Write a Journal Entry	10, 14, 17	p. 209 Write an Explanation	10, 14, 36
p. 19 Cross-Curricular Activity	10, 14, 17	p. 213 Write a Compare-and-Contrast Essay	10, 14, 37
p. 23 Write About an Event	10, 14, 17	p. 213 Cross-Curricular Activity	10, 14, 37
p. 23 Viewing and Representing	10, 14, 17	p. 217 Write a Step-by-Step Guide	10, 14, 36
p. 27 Write a Response to Literature	10, 14, 17	p. 221 Write a Cause-and-Effect Letter	10, 14, 36
p. 27 Listening and Speaking	10, 14, 17	p. 221 Cross-Curricular Activity	10, 14, 36
p. 28 Unit 1 Writing Process in Action	10, 14, 17	p. 225 Write a Question and Its Answer	10, 14, 36
p. 49 Write a Paragraph	10, 14, 37	p. 225 Listening and Speaking	10, 14, 36
p. 49 Cross-Curricular Activity	10, 14, 43	p. 225 Cross-Curricular Activity	10, 14, 36
p. 73 Viewing and Representing	10, 14, 36	p. 233 Write a Business Letter	10, 14, 36
p. 85 Present Your Writing	10, 14, 22	p. 241 Revise, Edit, and Share Your Report	10, 14, 39
p. 85 Viewing and Representing	10, 14, 22	p. 241 Listening and Speaking	10, 14, 39
p. 86 Unit 2 Writing Process in Action	10, 14, 31	p. 245 Writing About Similarities and Differences	10, 14, 37
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p. 121 Write a Description of a Walk	10, 14, 26	p. 259 Writing Across the Curriculum	10, 14, 37
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p. 125 Describe from an Animal's Point of View	10, 14, 26	p. 269 Cross-Curricular Activity	10, 14, 43
p. 129 Use Spatial Order	10, 14, 26	p. 273 Write a Position Paper	10, 14, 43
p. 129 Cross-Curricular Activity	10, 14, 26	p. 273 Cross-Curricular Activity	10, 14, 43
p. 129 Listening and Speaking	10, 14, 26	p. 277 Write a Persuasive Essay	10, 14, 43
p. 133 Write a Description of a Childhood Treasure	10, 14, 26	p. 281 Write a Presentation	10, 14, 43
p. 133 Cross-Curricular Activity	10, 14, 38	p. 285 Revise a Persuasive Piece	10, 14, 44
p. 137 Write a Descriptive Response	10, 14, 26	p. 289 Write an Ad	10, 14, 43
p. 138 Unit 3 Writing Process in Action	10, 14, 26	p. 293 Write a Letter to the Editor	10, 14, 43
p. 149 Writing Across the Curriculum	10, 14, 36	p. 293 Cooperative Learning	10, 14, 43
p. 159 Write an Introduction	10, 14, 31, 36	p. 297 Write a Book Review	10, 14, 43
p. 159 Cross-Curricular Activity	10, 14, 31	p. 297 Cross-Curricular Activity	10, 14, 26, 43
p. 163 Write a Narrative	10, 14, 31	p. 298 Unit 6 Writing Process in Action	10, 14, 43
p. 163 Cross-Curricular Activity	10, 14, 31	p. 307 Writing Across the Curriculum	10, 43, 43
p. 167 Write a Narrative Paragraph	10, 14, 31	p. 337 Activity: Write a Letter of Complaint	10, 14, 36, 43
p. 171 Write a Dialogue	10, 14, 31	p. 340 Activity: Write a Memo	10, 14, 36
p. 175 Write a Narrative Journal Entry	10, 14, 31	p. 351 Activity: Create and Publish a School Newsletter	10, 14, 36, 38
p. 175 Cross-Curricular Activity	10, 14, 31	p. 700 Exercise 3: Write a Summary	10, 14, 36
p. 179 Write a News Story	10, 14, 31		
p. 183 Responding to a Spoken Narrative	10, 14, 17, 26, 36		

Strategies for Effective Writing Assessment

Assessments may be conducted for many purposes, but the ultimate goal is always to improve instruction for each student. Whatever method of assessment you use, consider the following strategies for making your assessment as effective as possible.

- **Make sure students know the criteria for good writing.** We can expect students to produce good writing only if they understand what good writing is. For example, a student writing a personal essay needs to know that personal essays express the writer's thoughts and opinions, often incorporate personal anecdotes or experiences, and are usually written in a less formal style than a literary analysis or other form of essay. In an assessment situation, it is only fair for students to know how their work will be judged. Knowing the criteria for good writing will also help students evaluate and revise their own writing before it is submitted for teacher evaluation. When you give students the criteria, discuss what is expected of them.
- **Let students help develop the criteria.** If it is feasible in your classroom, have students get involved in determining the criteria you and they will use for evaluating a piece of writing. This will give students a sense of ownership and will help them to see why a given piece of writing does or does not meet the criteria.
- **Explain to students how their writing will be scored.** Students should know how you will be scoring their work and how to interpret the scores. For example, a student who receives a 3 on a composition should know what the score means and on what criteria it was based.
- **Evaluate the writing process, not just the final product.** Writing is a process of steps, from the idea to the finished manuscript. Students will improve their writing as they increase their ability to complete each step in the process. An assessment of student writing that includes review and discussion of each step will help students understand what works in their writing and why it works.

When students are working on a particular type of writing, you may want to distribute copies of an appropriate **rubric**, pages 17–44, so that students can continually refer to the criteria listed there as they compose and revise.

The **Portfolio Evaluation Form** on page 13 provides space to list any criteria developed by individuals or by the class so that those criteria might be taken into account during the assessment.

The **General Rubric for Analytic Evaluation** on page 14 as well as the more specific rubrics on pages 17–44 provide checklists that can help you review and discuss each step of the writing process with students.

Writing Assessment and Evaluation Rubrics

- **Provide opportunities for feedback.** Whenever possible, give students feedback about their writing to help them understand their strengths and weaknesses and identify what parts or aspects of their writing need to be improved. Providing frequent feedback can also be valuable in helping to identify patterns of growth, providing direction for a student's individual development, and helping students improve their abilities to assess their own work and respond to the writing of others. Feedback may be provided in writing or in conversation during a conference with the student. Different kinds of feedback may also be provided through peer assessment.
- **Encourage self- and peer assessment.** Students can develop a clear sense of their abilities by evaluating their own writing. For example, you might have students evaluate their own works, assign their own scores, and write brief notes explaining why they think their scores are accurate. Then, after you score each paper, you and the student can discuss why your scores might differ. Peer assessment can also be a valuable tool throughout the writing process. Students can discuss their ideas with their partners, and partners can act as the audience during each stage of the writing. Students can also work in groups of three or four to hold writing conferences. Find a way to tune into these conferences without becoming an instant authority in the conversation.
- **Incorporate assessment into the instructional process.** Instead of viewing assessment as a final judgment, work to make assessment, teaching, and learning all part of a continuous cycle. Encourage students to revise, expand, and rewrite at all points in the cycle and for reasons other than receiving a score or a grade.

The **Self-assessment Guide** on page 16 can help students evaluate themselves, and the **Peer Response Guide** on page 15 can help students evaluate each other.

Methods for Evaluating Student Writing

As you plan and administer your approach to writing assessment, keep in mind that you may want to use a variety of scoring methods or a combination of the methods described here for different writing tasks and different purposes. For example, holistic scoring is an efficient means of scoring a large number of papers quickly, but it does not provide detailed feedback for the writer. Analytic scoring provides detailed feedback to help the student improve his or her writing, but it takes considerably longer than does holistic scoring.

Formal Evaluation

- **Holistic scoring** is a quick method of evaluating a composition based on the reader's general impression of the overall quality of the writing—you can generally read a student's composition and assign a score to it in two or three minutes. Holistic scoring is usually based on a scale of 0–4, 0–5, or 0–6. Scoring criteria usually consist of general guidelines for each score point.

To score students' writing based on general guidelines, refer to the **General Rubric for Holistic Evaluation** on pages 10–11. The criteria on this rubric can generally be applied to academic writing. When you score each paper, keep these levels of scoring in mind, read through the paper, and assign a score of 0, 1, 2, 3, or 4. If you have a large number of papers to evaluate, or if you are working with one or more other teachers to complete the scoring, you may want to discuss your rankings of papers by each of the four categories and choose “anchor” papers to represent each scoring level. Comparing each student's paper to the range of scores represented by anchor papers can help readers to score more consistently.

- **Primary trait scoring**, which is also known as **focused holistic scoring**, is similar to holistic scoring, but it focuses on the most important characteristics of specific types of writing. This type of holistic scoring takes into account the differences between, for example, descriptive writing and persuasive writing. To use this approach, review the rubric for the type of writing in question before you begin scoring, and keep the criteria listed on the rubric in mind as you read and score each paper on the scale of 0–4.

Rubrics for each writing type can be found on pages 17, 26, 31, 36–38, and 43. Although these rubrics are designed to facilitate analytic scoring, the criteria listed on them can be used in primary trait scoring also. To find the appropriate rubrics to use for each writing assignment in *Writer's Choice*, Grade 7, see the Guide to Writing Assignments and Corresponding Rubrics on page 5.

- **Analytic scoring** is based on an in-depth analysis of aspects of writing such as focus/organization, elaboration/support/style, and grammar, usage, and mechanics. Analytic scoring is usually based on a scale of 0–100 with each aspect receiving a portion of the total points. The **General Rubric for Analytic Evaluation** on page 14 can be used to score a piece of writing in this way as can the rubrics for specific writing types on pages 17, 26, 31, 36–38, and 43. Various characteristics are listed under each aspect, forming categories, and each category is assigned a weighted score. Regardless of the number of characteristics in any particular category, the weight of the category stays the same. For example, analytic scoring based on a possible total of 100 points might be weighted in this way:

Focus/Organization	35 points
Elaboration/Support/Style	35 points
Grammar, Usage, and Mechanics	30 points

To score papers by this method, decide on the aspects and characteristics you will use and the number of points you want to assign to each category. Then read through each paper and assign a score for each category. The three (or more) scores will add up to a total score (e.g., 80 out of 100). Specific rubrics and models for each Writing Process in Action assignment can be found on pages 18, 22, 27, 32, 39, and 44.

Informal Evaluation

- **Informal evaluation** of writing through observation, description, and record keeping can provide valuable information. This approach involves working closely with students, giving and receiving feedback, and adjusting instruction based on students' needs and learning goals. Unlike formal scoring of written compositions, an informal approach to evaluating students' writing can allow you to view writing as a social process and not simply as a demonstration of knowledge. When you view writing as a social process, you can include students in assessment activities as readers, speakers, and listeners who are fully capable to contributing ideas, responding in an informed way, and offering suggestions.

Portfolio Evaluation

- **Portfolio evaluation** provides a way to combine both formal and informal methods of evaluating students' writing. There are many ways to define a portfolio, depending on individual situations. For example, some portfolios are designed as management tools for works in progress, some are designed as collections of best works, and others are designed as representative samples of a student's efforts.

In general, a portfolio is based on a collection of student works chosen by the student and by the teacher. Portfolios can be extremely valuable tools for encouraging students to evaluate their own work, providing an opportunity for teachers to look at strengths and weaknesses in a student's wide-ranging body of work over a period of time, and providing a means for both teachers and students to judge progress based on the concept of writing as a process. For more information about managing and evaluating portfolios, see pages 12–13.

Writing Assessment and Evaluation Rubrics

Name Class Date

General Rubric for Holistic Evaluation

Score	4	3
	<p>A paper in this category shows a superior command of the tools of language. It exhibits some or all of the following characteristics:</p>	<p>A paper in this category shows an adequate command of the tools of language. It exhibits some or all of the following characteristics:</p>
Focus/Organization	<ul style="list-style-type: none"> • responds to the prompt • appropriate to the audience • single, distinct focus • generally well-developed ideas or narrative • logical flow of ideas or events • opening that draws in reader; effective closing • sense of completeness 	<ul style="list-style-type: none"> • responds to the prompt • appropriate to the audience • focus not clear at every point • some main points underdeveloped • ideas may not be in the most effective order • an opening, but not necessarily focused or attention getting; attempt at a closing • sense of completeness
Elaboration/Support/Style	<ul style="list-style-type: none"> • each main idea supported by details; narrative brought to life by details • all details related to topic • choice of details effective • ideas/events related by effective transition words and phrases • varied sentence style • precise, interesting, and vivid word choice 	<ul style="list-style-type: none"> • each main idea supported by details, but details in some paragraphs may be sketchy; narrative details sufficient to flesh out events • all details related to topic • some details not used effectively • transitions used • varied sentence style • word choice adequate to convey meaning; some precise, vivid words
Grammar, Usage, and Mechanics	<ul style="list-style-type: none"> • sophisticated and consistent command of Standard English • free of spelling, capitalization, and usage errors • precise syntax; competence in coordination and subordination • few, if any, errors in punctuation 	<ul style="list-style-type: none"> • number and type of errors not sufficient to interfere with meaning • consistent command of Standard English • few, if any, spelling, capitalization, or usage errors • competence in coordination and subordination

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Writing Assessment and Evaluation Rubrics

Name Class Date

2	1
<p>A paper in this category shows a less than adequate command of the tools of language. It exhibits some or all of the following characteristics:</p> <ul style="list-style-type: none"> • responds partially to the prompt but is off target in some way • may not show evidence of attentiveness to audience • focus on topic not consistently sustained • some lack of distinction between main ideas and details • order of ideas not effective • may be no opening sentence; no attention to closing • piece seems incomplete 	<p>A paper in this category shows a consistent pattern of weakness in using the tools of language. It exhibits some or all of the following characteristics:</p> <ul style="list-style-type: none"> • evidence of attempt to respond to prompt • no evidence of attentiveness to audience • focus on topic not sustained • no opening or closing • piece is not complete
<ul style="list-style-type: none"> • uneven development; narrative details sketchy • details may appear to be listed rather than integrated into coherent flow • some details are irrelevant • few or no transitions • most sentences simple; overall style choppy • word choice adequate to convey meaning but few precise or vivid words 	<ul style="list-style-type: none"> • half or more of main ideas not supported by details • half or more details may be irrelevant • no transitions • sentence style choppy • vocabulary limited
<ul style="list-style-type: none"> • number and type of errors may interfere with meaning at some points • weaknesses in command of Standard English • some spelling, capitalization, or usage errors • some fragments or run-ons • some errors in punctuation 	<ul style="list-style-type: none"> • number and type of errors obscure meaning • inadequate grasp of Standard English • frequent errors in spelling, capitalization, and usage • many run-ons or fragments • serious and frequent punctuation errors

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A 0 paper is a paper that is not scorable because

- it does not respond to the type of writing the prompt is intended to elicit
- it cannot be read because it is illegible
- it consists of lists, notes, or drawings rather than sentences and paragraphs
- the amount of writing is too minimal to be evaluated

Portfolio Management

A portfolio is a purposeful collection of student work that can be used to assess the student's achievement and progress. A portfolio provides a view of the student's performance over a period of time.

Steps in Establishing and Managing Portfolios

1. Set a purpose.

- Establish a set of goals for your students and yourself. If your school, state, or district has portfolio requirements, consider these when setting your goals.
- Decide how portfolios can help meet these goals.
- Consider the audience that will see the portfolio: teachers, students, administrators, and/or parents.

2. Determine what type of portfolio you will use.

- Choose the type of portfolio you want to use—for example, a showcase portfolio includes the student's best works for a given marking period; a process portfolio includes work from each step in the writing process. The type of portfolio depends a great deal on the purpose established in step 1.

3. Determine what kinds of work will be included.

- This step also depends on the purpose of the portfolio. Portfolios may include written works, audiotapes, artworks, videotapes, works in progress, journal entries, teacher observations, peer assessments, reading logs, or oral reports.
- With the *Writer's Choice* program, student portfolios might include the following:
 - **Journal Writing assignments**
 - **Writing Activities**
 - **Writing Process in Action assignments**
 - **Writing Applications**
 - **Writing Across the Curriculum activities**

4. Encourage student involvement.

- Students should be involved in steps 1–3.
- Make sure students have easy access to their portfolios at all times. Let them personalize their portfolios, refer back to earlier works within the portfolios, and update portfolios as they see fit.
- Set aside regular class time for students to manage and reflect on their portfolios. Encourage students to organize their reflections in a log, journal, or series of comments.

5. Establish evaluation criteria.

- Decide whether you will evaluate portfolios based on progress or on end results.
- Work with students to ensure that they understand the criteria. You may want students to help set the criteria.

Writing Assessment and Evaluation Rubrics

Name Class Date

Portfolio Evaluation Form

Directions: Review the contents of the portfolio and assign a rating on a scale of 1–4, where 1 indicates a need for improvement and 4 indicates excellence.

The portfolio	Needs Improvement		Excellent	
1. meets intended purpose	1	2	3	4
2. is complete and meets all requirements	1	2	3	4
3. is well organized	1	2	3	4
4. includes a variety of pieces	1	2	3	4
5. demonstrates concerted effort	1	2	3	4
6. illustrates appropriate level of quality	1	2	3	4
7. shows imagination and creativity	1	2	3	4
8. goes beyond minimum expectations	1	2	3	4
9. shows improvement	1	2	3	4
10. shows evidence of personal reflection and awareness of personal strengths and weaknesses	1	2	3	4

Additional Criteria

11. _____	1	2	3	4
12. _____	1	2	3	4
13. _____	1	2	3	4
14. _____	1	2	3	4

Comments and Suggestions

Writing Assessment and Evaluation Rubrics

Name Class Date

General Rubric for Analytic Evaluation

This form may be used to score a piece of writing in relation to specific characteristics.

<p>Focus/Organization</p> <ul style="list-style-type: none"> • The main idea or story sequence is clear. • The piece fulfills its purpose and is appropriate to its intended audience. • Ideas or events are presented in an effective order. • The writing has unity and coherence. 	<p>Comments</p> <p style="text-align: right;">Score _____ /35</p>
<p>Elaboration/Support/Style</p> <ul style="list-style-type: none"> • The opening engages the reader’s attention. • All details are clearly related to the topic. • Details are sufficient and appropriate. • Word choice enhances the writing. • Effective transition words are used. 	<p>Comments</p> <p style="text-align: right;">Score _____ /35</p>
<p>Grammar, Usage, and Mechanics</p> <ul style="list-style-type: none"> • The writing is free of misspellings, and words are capitalized correctly. • Sentences are punctuated correctly, and the piece is free of fragments and run-ons. • Standard English usage is employed. • The paper is neat, legible, and presented in an appropriate format. 	<p>Comments</p> <p style="text-align: right;">Score _____ /30</p>

Engagement in the Writing Process

Comments

The student

- made a prewriting plan
- discussed the draft with a partner or small group
- contributed questions and suggestions to other writers
- revised the draft
- proofread the final draft

Overall Score _____ /100

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Writing Assessment and Evaluation Rubrics

Name Class Date

Peer Response Guide

Use this form as you respond to the writing of a classmate.

What is best about this piece of writing?

Is the opening interesting and attention getting? What, if anything, could help make it more so?

What is the focus of this piece? Do all of the parts work to support the whole?

Would it be possible to organize the ideas or events more clearly? How?

Are the paragraphs and sentences clearly and logically connected? Where could transitions be introduced to make connections more clearly?

Has the writer told enough about each part of the subject? Where are more details needed?

Where is the language precise and vivid? Where is the language vague or confusing?

Where are there errors in usage, spelling, capitalization, or punctuation that need to be corrected?

Writing Assessment and Evaluation Rubrics

Name Class Date

Self-assessment Guide

Use this form to evaluate your own writing by completing each sentence below.

What I like best about this piece of writing is

When I look back at the project, the part I most enjoyed working on was

The most difficult part of the project was

I was most successful at

One thing I learned from this project is

I would assess my work on this project as (outstanding, good, fair, weak)

One thing I need to improve in my next writing project is

One goal I would like to focus on in the future is

Writing Assessment and Evaluation Rubrics

Name Class Date

Personal Writing Analytic Evaluation Rubric

<p>Focus/Organization</p> <ul style="list-style-type: none"> • The writing expresses the views, thoughts, or feelings of the writer. • The significance or main idea of the views, thoughts, or feelings is clear. • The writing is organized in a way appropriate to the purpose and audience. 	<p>Comments</p> <p style="text-align: right;">Score _____ /35</p>
<p>Elaboration/Support/Style</p> <ul style="list-style-type: none"> • Ideas, opinions, and general statements are supported by specific details. • Vivid language is used to add interest to the writing. • Transition words help make the organization clear. 	<p>Comments</p> <p style="text-align: right;">Score _____ /35</p>
<p>Grammar, Usage, and Mechanics</p> <ul style="list-style-type: none"> • The writing is free of misspellings, and words are capitalized correctly. • Sentences are punctuated correctly, and the piece is free of fragments and run-ons. • The paper is neat, legible, and presented in an appropriate format. 	<p>Comments</p> <p style="text-align: right;">Score _____ /30</p>

Engagement in the Writing Process Comments

The student

- made a prewriting plan
- discussed the draft with a partner or small group
- contributed questions and suggestions to other writers
- revised the draft
- proofread the final draft

Overall Score _____ /100

Writing Assessment and Evaluation Rubrics

Name Class Date

Personal Writing

Unit 1 Writing Process in Action: Personal Writing (pages 28–31) Analytic Evaluation Rubric

<p>Focus/Organization</p> <ul style="list-style-type: none"> • The writing focuses on and explores the meaning of a shared experience. • The writing expresses the writer’s feelings and tells how those feelings changed. • Details are organized according to time order or some other logical pattern. • The opening is designed to capture the attention of magazine readers. 	<p>Comments</p> <p style="text-align: right;">Score _____ /35</p>
<p>Elaboration/Support/Style</p> <ul style="list-style-type: none"> • Vivid language is used to add interest to the writing. • General statements are supported by specific, relevant details. • Transitions are used to make the order of events and the relationships between ideas clear. 	<p>Comments</p> <p style="text-align: right;">Score _____ /35</p>
<p>Grammar, Usage, and Mechanics</p> <ul style="list-style-type: none"> • The writing is free of misspellings, and words are capitalized correctly. • Sentences are punctuated correctly, and the piece is free of fragments and run-ons. • The paper is neat, legible, and presented in an appropriate format. 	<p>Comments</p> <p style="text-align: right;">Score _____ /30</p>

Engagement in the Writing Process **Comments**

The student

- made a prewriting plan
- discussed the draft with a partner or small group
- contributed questions and suggestions to other writers
- revised the draft
- proofread the final draft

Overall Score _____ /100

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Above-average Writing Model

Writing Process in Action: Personal Writing (Unit 1, pages 28–31)

Assignment: For a publication of personal reflections, write a two-paragraph description about an experience you have shared with someone else.

Learning to Love the Farm

When Tanya and I went with her grandparents to their farm I had no idea we would be gone for a whole week! But as soon as we got there it started to snow, and the pass over the mountains was closed. It didn't stop snowing for four days. I'd only been friends with Tanya for a few months, ever since she moved in down the street. When I first met her I thought she was kind of a country girl. She was really quiet, for one thing, and always wore boys jeans. But my parents thought we should be friends. I've never liked country things, and I was nervous about being stuck at the farm for so long, but I had a great time!

I got eggs from the hen house and gathered wood for the wood stove. Tanya showed me how to tell a good egg from a rotten one and how to snap a twig to see if it was dry. I even learned how to feed hay and apples to the horses. I was scared, but Tanya was really good with animals. She showed me how to take the apple in my hand and press it right up to their lips. When her horse, Sheba, nibbled on the apple it tickled, but I didn't back down. When the roads were cleared and we finally got back to school, everybody wanted to know where we'd been for so long. We told them about our adventure and they thought it sounded pretty cool. We're already making plans to go back to the farm for summer vacation.

Summary: *This piece clearly portrays a shared experience and the writer's feelings about it. The well-organized details make the experience vivid, and the fact that the writer shows how her feelings changed over time gives a feeling of completeness to the narrative.*

This piece might receive a 4 if evaluated by the holistic scoring method. It might receive a 93 if evaluated by the analytic scoring method—32 points for Focus/Organization, 32 points for Elaboration/Support/Style, and 29 points for Grammar, Usage, and Mechanics.

Opens with a clear, attention-getting sentence

Expresses the author's feelings and tells how those feelings changed

Uses details to vividly illustrate the experience

Closes with a strong statement that shows how the writer's feelings have changed

Writing Assessment and Evaluation Rubrics

Name Class Date

Average Writing Model

Writing Process in Action: Personal Writing (Unit 1, pages 28–31)

Assignment: For a publication of personal reflections, write a two-paragraph description about an experience you have shared with someone else.

The Farm

When I went to Tanya’s grandparents’ farm it started to snow, and I wound up being stuck there a whole week. It didn’t stop snowing for four days! I liked Tanya, but I thought she was a little weird. She was really quiet, and dressed funny. I thought it would be weird being stuck there so long. But I wound up having a lot of fun. Tanya showed me cool stuff like how to find eggs and how to see what was good wood for fires. I even learned how to feed the horses. I was scared, but she was really good with animals. She showed me how to take the apple in my hand and put it up to their mouths. When it nibbled on the apple it tickled my hand.

When we finally got back to school, all our friends wanted to know where we’d been for so long. We told them we’d been having a big adventure and they thought it sounded cool. I want to go back sometime, maybe in the summer.

Opening introduces the experience.

General, repetitious language does not vividly express thoughts.

Provides details but arrangement lacks coherence

Provides conclusion, includes specific details, and confirms change of feelings

Summary: *This piece tells about a shared experience, but the writer’s thoughts need to be more effectively arranged and more fully developed. Using transitions to move between ideas will improve the flow and keep the reader interested.*

This piece might receive a 2 if evaluated by the holistic scoring method. It might receive a 77 if evaluated by the analytic scoring method—30 points for Focus/Organization, 24 points for Elaboration/Support/Style, and 23 points for Grammar, Usage, and Mechanics.

Name Class Date

Below-average Writing Model

Writing Process in Action: Personal Writing (Unit 1, pages 28–31)

Assignment: For a publication of personal reflections, write a two-paragraph description about an experience you have shared with someone else.

Tanya

When I went to the farm with Tanya it snowd a lot and we had to sleep their for a whole week. We got eggs and wood for to make a fire. I even learned how to feed to the horses. I was scared, but Tanya showed me how to put a apple in my hand and stick it up to their lips. Their teeth are yellow and big. When they nibbled on the apple it tickeled. Her grandpa helped make a fire because it was cold. We got to sleep on the floor and rost marshmallows.

When we got to go back to school, our frends thot it was cool we'd been gone so long. We told them about the farm and how fun it was.

Summary: *This piece describes a shared experience, but does not adequately express its significance and leaves the reader wondering what the writer learned. The piece would be improved by including statements and details about how the writer felt before, during, and after the experience.*

This piece might receive a 1 if evaluated by the holistic scoring method. It might receive a 61 if evaluated by the analytic scoring method—20 points for Focus/Organization, 23 points for Elaboration/Support/Style, and 18 points for Grammar, Usage, and Mechanics.

Opening lacks coherence and organization and does not clearly identify the shared experience.

Spelling, punctuation, and usage errors distract from meaning.

Ends without the meaning of the experience being made clear

Writing Assessment and Evaluation Rubrics

Name Class Date

Personal Writing

Unit 2 Writing Process in Action: The Writing Process (pages 86–89) Analytic Evaluation Rubric

<p>Focus/Organization</p> <ul style="list-style-type: none"> • The description presents a vivid picture of an exciting event. • The description is appropriate for a school newspaper. • The sequence of events is clear. 	<p>Comments</p> <p style="text-align: right;">Score _____ /35</p>
<p>Elaboration/Support/Style</p> <ul style="list-style-type: none"> • The writing builds suspense or conveys time pressures. • Vivid language and sensory details create a clear picture. • Effective transition words are used to connect ideas and make time order clear. • Sentences of varying lengths are used. 	<p>Comments</p> <p style="text-align: right;">Score _____ /35</p>
<p>Grammar, Usage, and Mechanics</p> <ul style="list-style-type: none"> • The writing is free of misspellings, and words are capitalized correctly. • Sentences are punctuated correctly, and the piece is free of fragments and run-ons. • Standard English usage is employed. • The paper is neat, legible, and presented in an appropriate format. 	<p>Comments</p> <p style="text-align: right;">Score _____ /30</p>

Engagement in the Writing Process **Comments**

The student

- made a prewriting plan
- discussed the draft with a partner or small group
- contributed questions and suggestions to other writers
- revised the draft
- proofread the final draft

Overall Score _____ /100

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Above-average Writing Model

Writing Process in Action: The Writing Process (Unit 2, pages 86–89)

Assignment: For a school newspaper, write a two-paragraph account of an exciting event in your life.

The Sound of Success

We could hear the hum of people arriving in the auditorium. It was warm backstage, my suit was tight, and I wasn't used to wearing a tie. As the buzz in the theater got louder, I started to sweat more and more. Jason pushed me over to the curtain. Through a crack we could see the packed house—there must have been 200 people there! Before I could find my mom in the crowd, Ms. Jackson called us all back to the stage. I went and found my seat in the horn section. I was nervous and could feel my hands shaking. We'd been rehearsing for two months, but I still wasn't sure I knew my part.

The audience went quiet. The curtains opened and everyone started to applaud. Jason, standing next to me, grinned and took a little bow. When they stopped clapping, Ms. Jackson picked up her baton and looked at me. I raised my trumpet to my lips and took a deep breath. When her baton came down I blew. I heard the opening notes of the march coming out of my instrument loud and clear, and then the other horn players joined in. All of a sudden I wasn't nervous any more. In fact, I felt great.

Summary: *This piece uses vivid detail and effective language to describe the recital and convey the excitement surrounding it. The varied sentences and smooth transitions make the writing a pleasure to read.*

This piece might receive a 4 if evaluated by the holistic scoring method. It might receive a 100 if evaluated by the analytic scoring method—35 points for Focus/Organization, 35 points for Elaboration/Support/Style, and 30 points for Grammar, Usage, and Mechanics.

Good use of language and sensory details to build suspense

Effective transition words make order of events clear; varied sentence structure engages the reader.

Vivid details lead up to a satisfying ending.

Average Writing Model

Writing Process in Action: The Writing Process (Unit 2, pages 86–89)

Assignment: For a school newspaper, write a two-paragraph account of an exciting event in your life.

The Recital

Backstage at the recital it was really warm. I was wearing a suit. It was really tight, and I wasn't used to wearing a tie, so I kept sweating. Before we started, Jason and I peeked through the curtain to see who was there. I couldn't find my mom though. Then, Ms. Jackson said it was time to start. I was super nervous and my hands were shaking. I had to start the whole song off, and I wasn't sure I knew the part. I was nervous.

When every body stopped clapping, Ms. Jackson picked up her baton. This was the sign for me to start the song. I raised my trumpet to my lips and took a deep nervous breath. Then I blew and heard the music coming out of the trumpet. I blew loudly and I was surprised it sounded so good. Then the other trumpets joined in the song. They sounded good to me. All of a sudden I wasn't nervous. I felt good.

Summary: *The piece conveys the tension building backstage at the recital, but the spelling errors and repetition distract from the mood of excitement and suspense. The piece could be improved if the situation were described in more detail and if the repeated words were replaced with more specific expressions.*

This piece might receive a 2 if evaluated by the holistic scoring method. It might receive a 77 if evaluated by the analytic scoring method—30 points for Focus/Organization, 24 points for Elaboration/Support/Style, and 23 points for Grammar, Usage, and Mechanics.

Effective opening sentence shows what's happening.

Good use of sensory detail, but misspellings distract from the focus

Effective use of transition to connect ideas

Good conclusion but repetitive use of language

Below-average Writing Model

Writing Process in Action: The Writing Process (Unit 2, pages 86–89)

Assignment: For a school newspaper, write a two-paragraph account of an exciting event in your life.

Ms. Jackson

Back stage at the recital it really warm. I wear a suit that really tight with a tie. I kept sweating. I sweat a lot when I play soccer too. Before we started Jason and I went and peaked through the curtain to see who their. My mom was somewhere. Then Ms. Jackson said it was time to start. I was super nervous and my hands shaked. I had to start off the whole song. Ms. Jackson real strict with us in practice, no talking aloud and if you mess up sometimes she might embaras you but if you were good she was happy. She ok expept for being strict.

When every body stopped claping I got the sign to start the song. I had my trumpet and took a deep breath. Then I blew and herd the music coming out the trumpet. It sounded good then the other trumpets and other kids joined in. I wasn't scaird. I tried not to think about my mom being there or anybody else. I don't even like my mom to here me practice. I wish she woudn't but she say she want to hear me to make sure I do it. She say she pay for lessons so I better practice.

Summary: *This piece uses time order to describe an exciting event, but irrelevant details and grammar, usage, and spelling errors distract from the focus, and the writing ends abruptly. The piece would be improved by eliminating all details not directly related to the event, by adding more relevant details about the event, and by correcting the errors.*

This piece might receive a 1 if evaluated by the holistic scoring method. It might receive a 60 if evaluated by the analytic scoring method—20 points for Focus/Organization, 22 points for Elaboration/Support/Style, and 18 points for Grammar, Usage, and Mechanics.

Good use of sensory detail, but grammatical errors distract from description

Irrelevant details interfere with the building of suspense.

Transitions used to clarify sequence of events

Irrelevant details create an abrupt, ineffective ending.

Writing Assessment and Evaluation Rubrics

Name Class Date

Descriptive Writing Analytic Evaluation Rubric

Descriptive Writing

<p>Focus/Organization</p> <ul style="list-style-type: none"> • The description fulfills its purpose by presenting a clear and complete picture. • The description is appropriate for its intended audience. • The details are presented in a recognizable and appropriate order. 	<p>Comments</p> <p style="text-align: right;">Score _____ /35</p>
<p>Elaboration/Support/Style</p> <ul style="list-style-type: none"> • Sensory details and exact words are used. • The details are sufficient and appropriate. • Transition words are used effectively. 	<p>Comments</p> <p style="text-align: right;">Score _____ /35</p>
<p>Grammar, Usage, and Mechanics</p> <ul style="list-style-type: none"> • The writing is free of misspellings, and words are capitalized correctly. • Sentences are punctuated correctly, and the piece is free of fragments and run-ons. • Standard English usage is employed. • The paper is neat, legible, and presented in an appropriate format. 	<p>Comments</p> <p style="text-align: right;">Score _____ /30</p>

Engagement in the Writing Process

The student

- made a prewriting plan
- discussed the draft with a partner or small group
- contributed questions and suggestions to other writers
- revised the draft
- proofread the final draft

Comments

Overall Score _____ /100

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Writing Assessment and Evaluation Rubrics

Name Class Date

Unit 3 Writing Process in Action: Descriptive Writing (pages 138–141) Analytic Evaluation Rubric

<p>Focus/Organization</p> <ul style="list-style-type: none"> • The piece focuses on people, places, and things related to the writer’s favorite hobby. • The opening engages the reader. • The organizational strategy is easy to follow and contributes to the writer’s purpose. 	<p>Comments</p> <p>Score _____ /35</p>
<p>Elaboration/Support/Style</p> <ul style="list-style-type: none"> • Vivid details and precise words create a clear picture for readers. • Sensory details are included to reflect all five senses. • Effective transitions are used to make the spatial description and order of ideas clear. 	<p>Comments</p> <p>Score _____ /35</p>
<p>Grammar, Usage, and Mechanics</p> <ul style="list-style-type: none"> • The writing is free of misspellings, and words are capitalized correctly. • Sentences are punctuated correctly, and the piece is free of fragments and run-ons. • Standard English usage is employed. • The paper is neat, legible, and presented in an appropriate format. 	<p>Comments</p> <p>Score _____ /30</p>

Descriptive Writing

Engagement in the Writing Process

Comments

The student

- made a prewriting plan
- discussed the draft with a partner or small group
- contributed questions and suggestions to other writers
- revised the draft
- proofread the final draft

Overall Score _____ /100

Above-average Writing Model

Writing Process in Action: Descriptive Writing (Unit 3, pages 138–141)

Assignment: Write a one-page magazine article describing people, places, and things associated with your favorite hobby.

Stomp n’ Shout, Get it Out!

Once a week, on Saturday afternoon, I shout, stomp my feet, and go a little crazy—but not because I’m upset. It’s part of my African dance class.

My African dance class is not like other dance classes I’ve taken. Instead of wearing shoes and listening to a piano player or a tape, we dance barefoot to music made by live drummers. The drummers improvise and we dance in groups, moving across the floor in lines or around in a circle to the beat. With African dance, you spend a lot of time leaning forward. You move forward with bent knees—which can really hurt your thighs—and use your hands to gesture in front of you or over your head. The hand gestures often tell a story. A lot of dances are ceremonial dances that have been passed on through history. Keisha, our teacher, encourages everybody to breathe heavily and yell and laugh if we want, which is good because that helps us to get caught up in the dancing and stop being self-conscious.

Keisha is a great dancer. She’s very strong and inspiring. No one in the class is as good as Keisha yet, but we still have fun. Both boys and girls are in my class, which is cool because sometimes boys don’t like dance classes. Some of the boys say they signed up for African dance because Keisha shows students how to do flips and split jumps and how to spin on their heads. Those moves can take years of practice to perfect, though.

The dance studio used to be an old gym. The studio has high wooden ceilings and wooden floors. High along the walls, windows border the entire room. On nice days, we use long poles to open the windows and let in fresh air that cools off the hot gym. On a really beautiful day, Keisha lets us go outside and dance on the lawn. That’s the best, but you have to be careful not to step on any sharp rocks and sticks or stinging insects. A bee stung one girl’s foot last summer.

African dance is really hard work, but it helps me let off energy. By halfway through the class, I’m always tired and sweaty. Fortunately, taking turns dancing across the floor in groups gives us quick breaks during class. While we’re waiting for our turn, we shout and cheer for the other groups. In this way, African dance class is like a sport, but dancing is expressive and athletic at the same time, and it’s not competitive. For me, it’s much more fun.

Summary: *This article paints a vivid picture of the author’s hobby.*

This piece might receive a 4 if evaluated by the holistic scoring method. It might receive a 98 if evaluated by the analytic scoring method—34 points for Focus/Organization, 34 points for Elaboration/Support/Style, and 30 points for Grammar, Usage, and Mechanics.

Opening grabs readers’ attention.

Vivid images and specific word choices bring subject to life.

Describes impressions of people related to hobby

Includes clear spatial description and sensory details

Uses effective transitions to introduce comparisons and other ideas

Average Writing Model

Writing Process in Action: Descriptive Writing (Unit 3, pages 138–141)

Assignment: Write a one-page magazine article describing people, places, and things associated with your favorite hobby.

Dancing with Keisha

I like my African dance class because it's the one time each week when I get to really express myself. It's not like other dance classes I've taken. We dance in groups. With African dance you spend a lot of time leaning forward which really hurts my legs. It doesn't seem to bug Keisha. She's the teacher. She's really good.

When you dance you use your hands in front of you or over your head. Sometimes the movements tell a story. A lot of dances are from old ceremonies that have been passed on through history. Keisha likes us yelling and stuff. I don't worry about looking stupid in this class.

There's both boys and girls in the class even though a lot of boys don't like dance classes. But with this if you're good, you can learn to do flips and splits and spin on your head.

The dance studio has really high wood ceilings and floors. There are windows around the room and sometimes we can open them. On a really nice day we get to go outside. You have to be careful outside not to step on something, though.

I like to dance because I have a lot of energy. But it's really hard, every time I get really tired and sweaty. When we're waiting for our turn to go across the floor, we shout and cheer for the other groups. I like that because it's like sports but it's more fun.

Summary: This article tells what the author likes about her hobby but uses vague language to describe the hobby and awkward transitions between ideas. Adding more specific details, fully developing the ideas in each paragraph, and linking ideas with clear transitions would make the piece more effective.

This piece might receive a 2 if evaluated by the holistic scoring method. It might receive a 76 if evaluated by the analytic scoring method—25 points for Focus/Organization, 28 points for Elaboration/Support/Style, and 23 points for Grammar, Usage, and Mechanics.

Opening sentence is engaging, but the paragraph contains too many ideas and lacks sufficient detail.

Lack of effective transitions makes writing sound choppy.

Includes some specific verbs that create vivid images

Uses consistent order for spatial description, but details are vague

Conclusion includes sensory details but ends abruptly.

Below-average Writing Model

Writing Process in Action: Descriptive Writing (Unit 3, pages 138–141)

Assignment: Write a one-page magazine article describing people, places, and things associated with your favorite hobby.

Dance Class

I like dance class because its fun. We dance to drummers and its fun when the teacher dances to. She's really good.

When we dance you use your hands in front of you or over your head. Sometimes the dance tells a story. A lot of dances are from some ceremones. Keisha says not to worry about things like in other dance classes. She lets us do lots of stuff. Laughing and stuff like that.

The place where we have class is really big but sometimes if its nice we go outside. Thats my favorite thing but you have to be careful because of things like bees. You could get stung and that would be dangerous if you were allergik. My mom is allergik but I don't think I am.

I like to dance a lot but it's really hard every time I get really tired and sweaty. But I like it because I never like playing sports very much but this is different.

Summary: *This article focuses on a favorite hobby, but the piece needs to be more vivid and better organized. The writing could be improved by revising it to include more specific language and sensory details, by eliminating irrelevant details, and by correcting usage, spelling, and punctuation errors.*

This piece might receive a 1 if evaluated by the holistic scoring method. It might receive a 62 if evaluated by the analytic scoring method—21 points for Focus/Organization, 22 points for Elaboration/Support/Style, and 19 points for Grammar, Usage, and Mechanics.

Opening introduces topic but lacks sufficient detail.

Shift from first-person to second-person point of view makes sentence confusing.

Contains vague language and irrelevant details

Grammatical errors and ineffective transitions make ideas hard to follow.

Writing Assessment and Evaluation Rubrics

Name Class Date

Narrative Writing Analytic Evaluation Rubric

<p>Focus/Organization</p> <ul style="list-style-type: none"> • The narrative fulfills its purpose by telling an interesting story. • The story is appropriate to its intended audience. • The story has a strong beginning. • Time order is used to organize the story’s events. 	<p>Comments</p> <p style="text-align: right;">Score _____ /35</p>
<p>Elaboration/Support/Style</p> <ul style="list-style-type: none"> • Every sentence is important to the story. • Enough details are provided to describe the setting and characters. • Realistic dialogue contributes to the story and is used appropriately. • Transition words help move the story along. 	<p>Comments</p> <p style="text-align: right;">Score _____ /35</p>
<p>Grammar, Usage, and Mechanics</p> <ul style="list-style-type: none"> • The piece is free of misspellings, and words are capitalized correctly. • Sentences are punctuated correctly, and the narrative is free of fragments and run-ons. • Standard English usage is employed. • The paper is neat, legible, and presented in an appropriate format. 	<p>Comments</p> <p style="text-align: right;">Score _____ /30</p>

Narrative Writing

Engagement in the Writing Process Comments

- The student
- made a prewriting plan
 - discussed the draft with a partner or small group
 - contributed questions and suggestions to other writers
 - revised the draft
 - proofread the final draft

Overall Score _____ /100

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Writing Assessment and Evaluation Rubrics

Name Class Date

Unit 4 Writing Process in Action: Narrative Writing (pages 184–187) Analytic Evaluation Rubric

Narrative Writing

<p>Focus/Organization</p> <ul style="list-style-type: none"> • The piece focuses on a main character that is clearly defined. • The story is appropriate for family and friends. • Events are arranged in an order that is logical and easy to follow. • A clear and consistent point of view is used. • The opening engages the reader’s interest. 	<p>Comments</p> <p style="text-align: right;">Score _____ /35</p>
<p>Elaboration/Support/Style</p> <ul style="list-style-type: none"> • Characters, setting, and plot are described with vivid and appropriate detail. • The story combines historically accurate facts and descriptive details. • Every sentence contributes to the narrative. • The dialogue is realistic and advances the plot. 	<p>Comments</p> <p style="text-align: right;">Score _____ /35</p>
<p>Grammar, Usage, and Mechanics</p> <ul style="list-style-type: none"> • The writing is free of misspellings, and words are capitalized correctly. • Sentences are punctuated correctly, and the piece is free of fragments and run-ons. • Standard English usage is employed. • The paper is neat, legible, and presented in an appropriate format. 	<p>Comments</p> <p style="text-align: right;">Score _____ /30</p>

<p>Engagement in the Writing Process</p> <p>The student</p> <ul style="list-style-type: none"> <input type="checkbox"/> made a prewriting plan <input type="checkbox"/> discussed the draft with a partner or small group <input type="checkbox"/> contributed questions and suggestions to other writers <input type="checkbox"/> revised the draft <input type="checkbox"/> proofread the final draft 	<p>Comments</p> <p style="text-align: right;">Overall Score _____ /100</p>
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Above-average Writing Model

Writing Process in Action: Narrative Writing (Unit 4, pages 184–187)

Assignment: To make the past come alive in a historical narrative, write a four- to five-paragraph story about one of your ancestors or someone else whose life interests you.

Equal Rights for all Women

“Ladies! It’s time to take to the streets!” cried Elizabeth Cady Stanton.

It was 1912, in New York City. Thousands of women had gathered on a bright spring day at the foot of Fifth Avenue, in Washington Square Park. When she heard the call to begin, Great-grandma Wilma held up her hand-made sign. “Equal Rights for All Women!” it said. The letters on her sign were big and black.

She straightened her straw hat, pushed up her small wire spectacles, and moved forward with the crowd. The women filled the street. Some were dressed in long skirts that covered their ankles. But most women were wearing bloomers, the loose fitting pants that many people thought were scandalous. The women marched side by side—lawyers, doctors, teachers, seamstresses, factory workers, and homemakers.

Great-grandma Wilma had been a teacher but was fired from her job when she got pregnant with her first child. She’d had seven children since then, but two had died when they were babies. Now, the youngest was five years old. She stood with the rest of the family on the curb, watching as the parade passed by.

“Hello, my dears!” Wilma called out cheerfully as she passed them.

The children grinned and waved back. Wilma’s husband, Great-grandpa Henry, just stood quietly at the edge of the street.

Some people along the sidewalk made fun of the women. “Get back to the kitchen!” hollered one man in the crowd. “When women vote, I’ll eat my hat,” said another. A group of wealthy ladies stared from their carriage and shook their heads in disdain. Great-grandma Wilma ignored them all and kept on marching proudly up the street, convinced that soon women would get the right to vote.

Summary: *This narrative vividly brings to life the story of an early-20th century suffragist. Accurate historical details and realistic dialogue add to the story’s engaging, authentic tone.*

This piece would probably receive a 4 if evaluated by the holistic scoring method. It might receive a 100 if evaluated by the analytic scoring method—35 points for Focus/Organization, 35 points for Elaboration/Support/Style, and 30 points for Grammar, Usage, and Mechanics.

Opens with attention-getting dialogue

Specific details introduce the setting and main character.

Presents relevant historical details

Uses effective transitions and provides relevant background information

Lively, appropriate dialogue develops the characters and conflict.

Concluding sentence provides an effective resolution for the narrative.

Average Writing Model

Writing Process in Action: Narrative Writing (Unit 4, pages 184–187)

Assignment: To make the past come alive in a historical narrative, write a four- to five-paragraph story about one of your ancestors or someone else whose life interests you.

Women’s Suffrage

It was 1912 in New York City. A huge group of women were waiting at the bottom of Fifth Avenue to start a march for women’s suffrage. When the word came down that it was time to start great grandma Wilma picked up a sign that said “Equal Rights for all Women!” and held it over her head.

Great grandma Wilma had been a teacher once upon a time. Then she got pregnant and was fired. In olden days you weren’t allowed to be pregnant and work at the same time. Now she had five kids and was a full-time mom. She had seven before, but two of them died.

Her whole family watched the parade from the curb. Great grandpa Henry wasn’t too into the idea of women having a vote, but he showed up anyway. The kids waved and cheered as the women passed by.

Lots of them were wearing bloomers, the big pants that women had started wearing. Some people didn’t approve of those pants. Great grandma Wilma was wearing them, and also a black straw hat and little glasses. Lots of the other women in the parade were teachers, doctors, and lawyers. There were also other women too.

“Get back to the kitchen!” yelled one man.

Another man said, “When women vote I’ll eat my hat”.

Great grandma Wilma didn’t care. She ignored them and keep on going up the street. She was sure she was doing the right thing.

Summary: *This narrative includes some vivid historical details and presents a strong image of the main character, but the writing lacks specific word choices and effective transitions in several places. Also, the meaning of the character’s actions at the end of the narrative could be made more clear. The piece could be improved by revising it to include more effective transitions, by adding specific details and language, and by eliminating errors in spelling, punctuation, and usage.*

This piece might receive a 3 if evaluated by the holistic scoring method. It might receive an 81 if evaluated by the analytic scoring method—30 points for Focus/Organization, 26 points for Elaboration/Support/Style, and 25 points for Grammar, Usage, and Mechanics.

Opening establishes setting and main character but contains grammatical and punctuation errors.

Sentence order and vague language make ideas confusing.

Provides some historical details, but many word choices are vague

Includes dialogue that sounds realistic but is punctuated incorrectly

Ending lacks sufficient historical context and detail.

Below-average Writing Model

Writing Process in Action: Narrative Writing (Unit 4, pages 184–187)

Assignment: To make the past come alive in a historical narrative, write a four- to five-paragraph story about one of your ancestors or someone else whose life interests you.

Suffrige

A long time ago my great grandma Wilma marched in a march for women to get the right for voting. It was called suffrige. People yelled at them saying stuff like go home and get back in the kitchin. That is awful!!

She and lots of other women mostly marched up fifth avenue in the city. It was almost 100 years ago. She was neat I think because she was a mom to grandma Ruth but also she had lots of other kids. Some of them had died too.

People in the old days didnt want women to vote becuse they didnt think women were importent enogh. But gramma Wilma and lots of other women showed them that wasnt true. And they got the chance to vote after some years. Voting is good becuse then you can pick who gets to be presdint.

Summary: *The opening of this narrative attempts to establish the main character and setting, but both aspects of the story lack sufficient development. The use of dialogue is minimal and ineffective, and the addition of the writer’s opinions and numerous spelling and grammatical errors detract from the narrative’s focus. The writing could be improved by eliminating the writer’s opinions about the subject and by adding more specific details and language that develop the character and situation.*

This piece might receive a 1 if evaluated by the holistic scoring method. It might receive a 60 if evaluated by the analytic scoring method—23 points for Focus/Organization, 22 points for Evaluation/Support/Style, and 15 points for Grammar, Usage, and Mechanics.

Opening introduces main character and historical context but includes spelling and grammatical errors.

Vague language makes details hard to follow.

Includes historical details but lacks sufficient detail to bring character and situation to life

Writing Assessment and Evaluation Rubrics

Name Class Date

Expository Writing: Explaining and Informing Analytic Evaluation Rubric

<p>Focus/Organization</p> <ul style="list-style-type: none"> • The writing fulfills its purpose by presenting a clear explanation. • The explanation is clearly targeted to its intended audience. • All necessary steps or pieces of information are present. • Steps or pieces of information are presented in an order that makes sense. 	<p>Comments</p> <p style="text-align: right;">Score _____ /35</p>
<p>Elaboration/Support/Style</p> <ul style="list-style-type: none"> • Sufficient details are provided to explain each step or piece of information. • The details are clear and understandable. • Transition words are used effectively. 	<p>Comments</p> <p style="text-align: right;">Score _____ /35</p>
<p>Grammar, Usage, and Mechanics</p> <ul style="list-style-type: none"> • The writing is free of misspellings, and words are capitalized correctly. • Sentences are punctuated correctly, and the piece is free of fragments and run-ons. • Standard English usage is employed. • The paper is neat, legible, and presented in an appropriate format. 	<p>Comments</p> <p style="text-align: right;">Score _____ /30</p>

Expository Writing

Engagement in the Writing Process

The student

- made a prewriting plan
- discussed the draft with a partner or small group
- contributed questions and suggestions to other writers
- revised the draft
- proofread the final draft

Comments

Overall Score _____ /100

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Writing Assessment and Evaluation Rubrics

Name Class Date

Expository Writing: Comparison and Contrast Analytic Evaluation Rubric

<p>Focus/Organization</p> <ul style="list-style-type: none"> • The writing fulfills its purpose by informing or explaining. • The piece is appropriate for its intended audience. • The writer clearly explains similarities and differences. • Similarities and differences are ordered by subject or feature to present a clear picture. 	<p>Comments</p> <p style="text-align: right; margin-top: 20px;">Score _____ /35</p>
<p>Elaboration/Support/Style</p> <ul style="list-style-type: none"> • Sufficient details are used to both compare and contrast. • Descriptive details enhance the comparison. • Comparative words are used properly and effectively. 	<p>Comments</p> <p style="text-align: right; margin-top: 20px;">Score _____ /35</p>
<p>Grammar, Usage, and Mechanics</p> <ul style="list-style-type: none"> • The writing is free of misspellings, and words are capitalized correctly. • Sentences are punctuated correctly, and the piece is free of fragments and run-ons. • Standard English usage is employed. • The paper is neat, legible, and presented in an appropriate format. 	<p>Comments</p> <p style="text-align: right; margin-top: 20px;">Score _____ /30</p>

Engagement in the Writing Process

Comments

The student

- made a prewriting plan
- discussed the draft with a partner or small group
- contributed questions and suggestions to other writers
- revised the draft
- proofread the final draft

Overall Score _____ /100

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Expository Writing

Writing Assessment and Evaluation Rubrics

Name Class Date

Expository Writing: Report Analytic Evaluation Rubric

<p>Focus/Organization</p> <ul style="list-style-type: none"> • The piece focuses on a topic that’s neither too broad nor too narrow. • The piece includes information gathered through reading and research. • The piece includes an introduction, a body, and a conclusion. • Information is organized effectively. 	<p>Comments</p> <p style="text-align: right;">Score _____ /35</p>
<p>Elaboration/Support/Style</p> <ul style="list-style-type: none"> • General statements are supported with facts, statistics, and examples. • The sources for the facts, statistics, and examples are given. • Statements that aren’t in the writer’s own words are set off with quotations. 	<p>Comments</p> <p style="text-align: right;">Score _____ /35</p>
<p>Grammar, Usage, and Mechanics</p> <ul style="list-style-type: none"> • The writing is free of misspellings, and words are capitalized correctly. • Sentences are punctuated correctly, and the piece is free of fragments and run-ons. • Standard English usage is employed. • The paper is neat, legible, and presented in an appropriate format. 	<p>Comments</p> <p style="text-align: right;">Score _____ /30</p>

Expository Writing

Engagement in the Writing Process

- The student
- made a prewriting plan
 - discussed the draft with a partner or small group
 - contributed questions and suggestions to other writers
 - revised the draft
 - proofread the final draft

Comments

Overall Score _____ /100

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Writing Assessment and Evaluation Rubrics

Name Class Date

Unit 5 Writing Process in Action: Expository Writing (pages 246–249) Analytic Evaluation Rubric

<p>Focus/Organization</p> <ul style="list-style-type: none"> • The piece focuses on the development and construction of a landmark in the writer’s neighborhood, city, or state. • The information is appropriate for a travelers’ guidebook. • The explanation is complete and progresses in a logical order. • The article includes an introduction, body, and conclusion and presents a clear main idea. 	<p>Comments</p> <p style="text-align: right; margin-top: 100px;">Score _____ /35</p>
<p>Elaboration/Support/Style</p> <ul style="list-style-type: none"> • Sufficient facts, statistics, examples, and reasons support the main idea. • Facts and other details are accurate and clear. • Unfamiliar vocabulary terms are explained. • Transitions help to clarify the ideas and descriptions. 	<p>Comments</p> <p style="text-align: right; margin-top: 100px;">Score _____ /35</p>
<p>Grammar, Usage, and Mechanics</p> <ul style="list-style-type: none"> • The writing is free of misspellings, and words are capitalized correctly. • Sentences are punctuated correctly, and the piece is free of fragments and run-ons. • Standard English usage is employed. • The paper is neat, legible, and presented in an appropriate format. 	<p>Comments</p> <p style="text-align: right; margin-top: 100px;">Score _____ /30</p>

Engagement in the Writing Process

The student

- made a prewriting plan
- discussed the draft with a partner or small group
- contributed questions and suggestions to other writers
- revised the draft
- proofread the final draft

Comments

Overall Score _____ /100

Writing Assessment and Evaluation Rubrics

Name Class Date

Above-average Writing Model

Writing Process in Action: Expository Writing (Unit 5, pages 246–249)

Assignment: For a travelers' guidebook, write a one-page article about the development and construction of a landmark in your neighborhood, city, or state.

The Harold Washington Public Library

In 1987 Chicago's city council decided to build a new library at 400 South State Street. Five teams of architects made drawings of what they thought the new building should look like and the city was invited to vote on them. From the beginning, the Harold Washington Library was meant to be an important, new landmark designed by the people for the people.

The architects had to consider many things when designing the new library. The main thing was price. The library couldn't cost more than \$140 million dollars, which seems like a lot but is pretty cheap for a new building. There were other things to think about as well. For example, the roof couldn't be too steep, because in the winter snow could slide off and hurt someone. Also, the el, Chicago's elevated train, ran right through the two blocks set aside for the new library. The architects had the option of designing a building over the el tracks or using only the space south of them.

The design that won the city's contest was from the architectural firm Hammond Beeby and Babka. Their team came up with a plan that called for the new library to be constructed of red brick and granite, the same materials found in buildings a hundred years ago. Plus, the design used thick sloping walls and high arched windows. The architects also included some modern elements, such as a metal and glass roof and giant green ornaments that perch on the roof's four corners. There are also a lot of symbols hidden in the building. For instance, on the outside walls, a huge owl symbolizes wisdom and wheat represents the midwest.

The library is named after former Chicago mayor Harold Washington. Mayor Washington was the city's first African American mayor, and he was so popular he was known as "the people's mayor." He was in office from only 1983 to 1987, when he died of a sudden heart attack. After he died, the city wanted to remember him somehow, so they decided to name the new library after him.

The Harold Washington Library Center is the biggest city library in the country. It's ten stories tall and has over one million books. In addition to the six floors of open stacks, the library also has a bookstore. There's even a coffee shop on the ground floor and a glass covered garden on the top floor where anyone who wants to can relax and read a good book.

Summary: *This is a clear account that makes good use of details and facts.*

This piece would probably receive a 4 if evaluated by the holistic scoring method. It might receive a 98 if evaluated by the analytic scoring method—35 points for Focus/Organization, 35 points for Elaboration/Support/Style, and 28 points for Grammar, Usage, and Mechanics.

Opening clearly introduces the article's main idea.

Includes relevant facts, reasons, and other specific details; explains an unfamiliar term

Ideas develop in a clear, logical order.

Uses effective transitions to connect ideas and facts

Conclusion focuses on details that reflect the main idea.

Name Class Date

Average Writing Model

Writing Process in Action: Expository Writing (Unit 5, pages 246–249)

Assignment: For a travelers' guidebook, write a one-page article about the development and construction of a landmark in your neighborhood, city, or state.

The Harold Washington Public Library

In 1987 the city of Chicago wanted to build a new library. They wanted everyone in the city to be part of the decision so they came up with the idea of having a contest and a bunch of architects made drawings of what they thought the new building should look like and then the people in Chicago got to vote for the one they liked the best.

They had to think about a lot of different things. Some of the designs were really modern like something from the future but some of the others were very normal. The library was supposed to cost \$140 million dollars, that seems like a lot of money but for a whole building isn't bad. They also had to figure out what to do about the train because it was where they wanted to put the library. The winners were Hammond Beeby and Babka.

Those architects came up with a plan to use materials that other buildings around the library were made from so it fits right in. It also looks old fashioned because of this, and because of the big windows and other things. But there's also some modern things like the big green animals and things that are on top of roof. One of them is an owl that is supposed to stand for wisdom.

The library is named after mayor Harold Washington. Mayor Washington was the first African American mayor of Chicago. He was very popular. People called him "the people's mayor." He was mayor from 1983 to 1987. Then he had a heart attack and died. After he died, the city wanted to remember him some how so they decided to name the new library after him.

The Harold Washington Library Center is the biggest city library in the country. There are six floors full of books. There's also a bookstore and a coffee shop on the bottom floor and a garden where you can hang out and read.

Summary: *This piece includes accurate facts and other information, but vague language and the order of the paragraphs make some of the ideas confusing. More attention to the overall structure of the article and the use of more specific details would improve the writing.*

This piece might receive a 2 if evaluated by the holistic scoring method. It might receive a 78 if evaluated by the analytic scoring method—30 points for Focus/Organization, 23 points for Elaboration/Support/Style, and 25 points for Grammar, Usage, and Mechanics.

Opening introduces the subject but contains a run-on sentence.

Presents facts and other details but uses vague language

Grammatical errors and a lack of specific details distract from ideas.

Transitions are awkward and make the writing sound choppy.

Conclusion does not clearly reflect the main idea.

Name Class Date

Below-average Writing Model

Writing Process in Action: Expository Writing (Unit 5, pages 246–249)

Assignment: For a travelers' guidebook, write a one-page article about the development and construction of a landmark in your neighborhood, city, or state.

Our Library

The Harold Washington Library was built in 1987. People in Chicago decided to make a new library because the old one was too old. There was a contest and everybody got to vote on the library they like the best. These other ones or the one that was by some architects named Hammond Beeby and Babka. They won. It was really cool, it has big giant green animals on the top and these huge windows. It kind of looks old-fashioned. But there's modern things too like those big green animals on top. One of them is an owl. I like owls and that made me think the new library was cool right away when I saw it.

The library is named after Harold Washington, he was the mayor of Chicago for a little while until he died. People really like him. He is called the people's mayor. He was only mayor from 1983 to 1987 and then he had a heart attack so they decided to name the new library for him. It's the biggest city library there is.

Presents topic but contains vague language and grammatical errors

Paragraph lacks a clearly stated main idea and sufficient facts; includes irrelevant statements.

Tense changes and order of ideas are confusing.

Summary: *This article focuses on a landmark in the writer's city, but the writing is very poorly organized and lacks a clear introduction, body, and conclusion. Also, the article seems haphazardly researched and contains irrelevant opinions. Stronger research efforts and attention to the mechanics of grammar and spelling would improve the article. The piece also could be improved by more clearly introducing the article's main idea, by following a consistent and logical organizational strategy, and by adding more facts and other specific details to develop the main idea throughout the article.*

This piece might receive a 1 if evaluated by the holistic scoring method. It might receive a 60 if evaluated by the analytic scoring method—21 points for Focus/Organization, 20 points for Elaboration/Support/Style, and 19 points for Grammar, Usage, and Mechanics.

Writing Assessment and Evaluation Rubrics

Name Class Date

Persuasive Writing Analytic Evaluation Rubric

<p>Focus/Organization</p> <ul style="list-style-type: none"> • The piece fulfills its purpose by presenting a convincing argument. • The piece is clearly focused on its intended audience. • The writer’s position is clearly stated. • The argument is arranged in an effective order. 	<p>Comments</p> <p style="text-align: right;">Score _____ /35</p>
<p>Elaboration/Support/Style</p> <ul style="list-style-type: none"> • The opening sentence gets the reader’s attention. • Sound reasons for the position and sufficient supporting evidence are included. • The evidence is appropriate and clearly supports the writer’s position. 	<p>Comments</p> <p style="text-align: right;">Score _____ /35</p>
<p>Grammar, Usage, and Mechanics</p> <ul style="list-style-type: none"> • The writing is free of misspellings, and words are capitalized correctly. • Sentences are punctuated correctly, and the piece is free of fragments and run-ons. • Standard English usage is employed. • The paper is neat, legible, and presented in proper newspaper article format. 	<p>Comments</p> <p style="text-align: right;">Score _____ /30</p>

Engagement in the Writing Process

The student

- made a prewriting plan
- discussed the draft with a partner or small group
- contributed questions and suggestions to other writers
- revised the draft
- proofread the final draft

Comments

Overall Score _____ /100

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Persuasive Writing

Name Class Date

Above-average Writing Model

Writing Process in Action: Persuasive Writing (Unit 6, pages 298–301)

Assignment: For a magazine called *Our Future*, write a one-page article, letter, or short story to persuade people to behave today in ways that will improve the future.

Biking Today for a Better Tomorrow

If you're like me, you probably have been riding your bike almost every week since you were six or seven years old. Maybe you ride for fun, or maybe you use your bike for practical reasons once in a while, such as to hold down a paper route or to get to school. But have you ever considered that you could ride your bike for the rest of your life and never need a car? Riding your bike can do a lot to improve both your future and the future of society.

Opening engages reader and establishes writer's position on topic.

For one thing, bike riding is great exercise. If you use your bike to run basic errands around town, your legs as well as your cardiovascular system—your heart and lungs—grow stronger, and you'll live longer. Bike riding is also a great way to stay in touch with the world around you. When you ride your bike, you'll see things you've never noticed before, such as wildflowers growing in a ditch or a bright red cardinal sitting on a fence.

Effective transitions connect ideas and examples.

Bikes are good for the city or town that you live in, as well. The more people that ride their bikes to work or school, the less traffic congestion and pollution there will be. Bike-friendly communities—places that have special lanes for bike riding on the streets or paths around town—can even change the way a town develops. Communities could keep more land for farms, parks, and nature because people could ride their bikes downtown rather than driving to new strip malls. Some bicycling advocates even believe that the world would be a friendlier, safer place if everyone rode bikes instead of driving cars. You would know your neighbors, and you would feel like an important part of the community. They say that people might be less likely to commit vandalism or other crimes because the people around them might be familiar neighbors and friends instead of strangers.

Topic sentence is clearly stated and fits overall argument.

A future full of cars would be a future full of nothing but smog, super-highways, and parking lots. It's a future in which everyone might drive from home to work and from work to the mall and barely ever deal with another person face-to-face. Come to think of it, that sounds a lot like the world some of us live in now. If you'd rather live in a future full of green spaces, clean air, and friendly neighbors, keep riding your bike.

Uses logical reasoning to support argument

Conclusion includes persuasive language and restates call to action.

Summary: *This article uses clear evidence and a sophisticated rhetorical style to persuade readers to take a specific action. Throughout the piece, the overall organization is effective, and the examples and reasons presented as supporting evidence are relevant, sound, and accurate.*

This piece would probably receive a 4 if evaluated by the holistic scoring method. It might receive a 98 if it were evaluated by the analytic scoring method—35 points for Focus/Organization, 33 points for Elaboration/Support/Style, and 30 points for Grammar, Usage, and Mechanics.

Writing Assessment and Evaluation Rubrics

Name Class Date

Average Writing Model

Writing Process in Action: Persuasive Writing (Unit 6, pages 298–301)

Assignment: For a magazine called *Our Future*, write a one-page article, letter, or short story to persuade people to behave today in ways that will improve the future.

Why You Should Ride a Bike

I learned to ride my very first bike when I was six years old. I didn't ever think about all this stuff back then but now I'm glad I know how to ride a bike not just because its fun but because maybe I could ride my bike for the rest of my life and hardly ever need a car. I still can't wait till I'm sixteen and can get my drivers license. But even when I get my license I might just ride my bike when I'm older and never buy a car.

Riding a bike is good for you. It can make you live longer. It makes your legs stronger. Also your heart and lungs, too. You can slow down and look around. You'll see things you never noticed that much, too, like flowers and birds.

Bikes are also a good thing even if it's a big city or a small town. When people ride bikes to work their is less traffic and pollution, like whats making the ozone layer so bad. Places that have houses and stores close together are good for bike riding because you don't even need a car at all to get around then. Instead there are sidewalks and sometimes bike paths on the road or made into the grass. This can make a big difference for the air in your city or town. Some places have a lot of pollution because there are too many cars.

Also, if towns were smaller there would be more room around them for parks and nature. This would be better for the air, because there would be more trees and plants.

If everyone drove in the future, it would be a boring, lonely world. Think about it. People would get into their cars and drive to work or to the store and hardly never talk to anybody else. If you ride your bike you'll not only be helping keep yourself and the world, but you will be able to talk to people on the street every day. If you like to live like that, and not stuck in your car all the time just keep riding your bike.

Summary: *This article attempts to convince readers that bike riding is good for people and the environment, but the opening does not state a clear position and the supporting evidence throughout the piece is vague. In addition, the writing includes both grammatical errors and unclear reasoning that obscure the argument. The article could be improved by fully developing the ideas with logical reasoning, by using only those examples and facts that are specific and that support the writer's argument, and by eliminating errors in spelling, punctuation, and usage.*

This piece might receive a 2 if evaluated by the holistic scoring method. It might receive a 73 if evaluated by the analytic scoring method—28 points for Focus/Organization, 23 points for Elaboration/Support/Style, and 22 points for Grammar, Usage, and Mechanics.

Opening introduces topic, but ideas are repetitive and unfocused.

Presents reasons to ride a bike but lacks effective transitions

Grammatical errors and vague language make the evidence confusing.

Uses circular reasoning and vague examples

Conclusion includes a call to action, but ideas are not fully supported.

Name Class Date

Below-average Writing Model

Writing Process in Action: Persuasive Writing (Unit 6, pages 298–301)

Assignment: For a magazine called *Our Future*, write a one-page article, letter, or short story to persuade people to behave today in ways that will improve the future.

Bikes

I like to ride my red bike. Its brand new and had ten speeds on it. Its a lot of fun. I want to have a car too someday but for now I love my new bike. I can ride around with my friends pretty much any time I want to. My parents have bikes too.

Bikeriding is good for you. You can ride thru the park and sometimes I ride to school. Which is good becus then nobody has to drive me, which is good so then there's less trafik and pollucion in the air. My parents always say that.

When people ride bikes to work theres less cars on the road so its not noisy or dirty. Big cities are very dirty. A lot of cars means theres too much pollucion in the air. Like the ozone layer which is being ruined. I would like it if I could live in a little town instead of the city so that I could ride my bike more. I think everybody would be happier that way. Who wants to stay inside and ride in the car with all that trafik? Its boring to have to just ride in the car to do errands. Not like being outside in the warm air. There should be more parks in the world where people can ride there bikes. Also, the parks can be for animals to live and not worry about being run over by a car.

I think that in general there are too many cars around. Sometimes I can barely even ride my bike because of this. One way to get rid of this is for everybody to ride there bikes.

Summary: *This article attempts to present an argument about bike riding versus cars as a method of transportation, but the writing is unfocused and includes far too many spelling and grammatical errors. If the author had made an outline to help structure the logic of the argument and used more relevant evidence to support the argument, the article would be much more effective. Also, the writing could be improved by using more specific language and by eliminating irrelevant opinions and details.*

This piece might receive a 1 if evaluated by the holistic scoring method. It might receive a 65 if evaluated by the analytic scoring method—22 points for Focus/Organization, 23 points for Elaboration/Support/Style, and 20 points for Grammar, Usage, and Mechanics.

Opening does not present a position or introduce an argument.

Spelling and grammatical errors make ideas hard to follow.

Presents unrelated ideas; ideas lack sound reasoning and sufficient detail

Conclusion states an opinion but uses vague language and does not complete an overall argument.

