

Writer's Choice
Grammar and Composition

Writing Assessment and Evaluation Rubrics

Grade 9

 **Glencoe
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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 the assignment. 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 Freewrite About Yourself	10, 14, 17	p. 231 Cross-Curricular Activity	10, 14, 36
p. 11 Cross-Curricular Activity	10, 14, 17	p. 235 Write a Background Information Article	10, 14, 36
p. 15 Write a Journal Entry	10, 14, 17	p. 238 Write a "How-To" Paper	10, 14, 36
p. 19 Write a Personal Essay	10, 14, 17	p. 238 Cross-Curricular Activity	10, 14, 36
p. 19 Viewing and Representing	10, 14, 17	p. 243 Write a Cause-and-Effect Paragraph	10, 14, 37
p. 19 Cross-Curricular Activity	10, 14, 17, 43	p. 247 Write a Classification	10, 14, 36
p. 23 Write an Autobiographical Sketch	10, 14, 17	p. 251 Write a Comparison-Contrast Paper	10, 14, 38
p. 27 Write Your Own Poem	10, 14, 17	p. 251 Cross-Curricular Activity	10, 14, 38
p. 31 Write a Reader-Response Journal Entry	10, 14, 17	p. 255 Write a Paragraph with a Graphic	10, 14, 36
p. 35 Write a Response to a Biography	10, 14, 17	p. 255 Viewing and Representing	10, 14, 36
p. 36 Unit 1 WPA	10, 14, 17	p. 261 Write a Feature Story	10, 14, 36
p. 61 Write a Comparison	10, 14, 38	p. 261 Viewing and Representing	10, 14, 36
p. 79 Listening and Speaking	10, 14, 36	p. 267 Write an Essay Answer	10, 14, 36
p. 83 Cross-Curricular Activity	10, 14, 36	p. 267 Cross-Curricular Activity	10, 14, 36
p. 87 Cross-Curricular Activity	10, 14, 22	p. 271 Write a Comparison-Contrast Essay	10, 14, 38
p. 91 Viewing and Representing	10, 14, 36	p. 272 Unit 5 WPA	10, 14, 36
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p. 143 Cross-Curricular Activity	10, 14, 22	p. 303 Write a Positive Description	10, 14, 43
p. 147 Write a Vivid Paragraph	10, 14, 22	p. 303 Cross-Curricular Activity	10, 14, 43
p. 151 Describe a Scene	10, 14, 22	p. 307 Write an Editorial for a TV Program	10, 14, 43
p. 151 Cross-Curricular Activity	10, 14, 22	p. 311 Write a Movie Review	10, 14, 43
p. 155 Write About an Imaginary Person	10, 14, 22	p. 311 Cross-Curricular Activity	10, 14, 43
p. 154 Cross-Curricular Activity	10, 14, 22	p. 312 Unit 6 WPA	10, 14, 43
p. 159 Write a Character Analysis	10, 14, 22	p. 329 Your Research Paper	10, 14, 36
p. 160 Unit 3 WPA	10, 14, 17, 22	p. 357 Writing Across the Curriculum	10, 14, 36, 43
p. 183 Write a Descriptive Paragraph	10, 14, 22	p. 418 Activity	10, 14
p. 187 Write a Narrative About a Conflict	10, 14, 27	p. 420 Activity	10, 14, 43
p. 191 Write a Dialogue	10, 14, 27	p. 422 Activity	10, 14, 43
p. 191 Cross-Curricular Activity	10, 14, 27	p. 428 Activity	10, 14, 36
p. 195 Write an Anecdote	10, 14, 27	p. 430 Activity	10, 14, 36
p. 197 Write a Sports Narrative	10, 14, 27	p. 432 Activity	10, 14, 36
p. 197 Listening and Speaking	10, 14, 27	p. 842 Exercise 4	10, 14, 36
p. 197 Cross-Curricular Activity	10, 14, 27	p. 842 Exercise 5	10, 14, 22
p. 203 Write to Analyze Setting	10, 14, 22, 27	p. 887 Exercise 2	10, 14, 36
p. 203 Cross-Curricular Activity	10, 14, 27	p. 887 Exercise 3	10, 14, 36
p. 207 Write to Analyze Point of View in a Story	10, 14, 27	p. 891 Exercise 5	10, 14, 43
p. 208 Unit 4 WPA	10, 14, 27	p. 896 Exercise 1	10, 14, 22, 36
p. 231 Write an Expository Paragraph	10, 14, 36	p. 901 Exercise 5	10, 14, 36
		p. 908 Exercise 2	10, 14, 17
		p. 914 Exercise 6	10, 14, 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 forms of essays. 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.

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.

- **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.

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.

- **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.

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, 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 of 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 a scale of 0–4.
- Rubrics for each writing type can be found on pages 17, 22, 27, 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 writing each assignment in *Writer's Choice, Grade 9*, 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, 22, 27, 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, 23, 28, 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 of 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
	A paper in this category shows a superior command of the tools of language. It exhibits some or all of the following characteristics:	A paper in this category shows an adequate command of the tools of language. It exhibits some or all of the following characteristics:
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 	<p>A 0 paper is a paper that is not scorable because</p> <ul style="list-style-type: none"> • 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
<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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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, your 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. In the spaces provided add any other criteria you wish to consider.

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; margin-top: 30px;">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; margin-top: 30px;">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: 30px;">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

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 was

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

Personal Writing

<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. • 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

Writing Assessment and Evaluation Rubrics

Name Class Date

Personal Writing

Unit 1 Writing Process in Action: Personal Writing (pages 36–39) Analytic Evaluation Rubric

<p>Focus/Organization</p> <ul style="list-style-type: none"> • The piece focuses on an incident or a person that improved the writer's life. • The significance of the incident or person to the writer is made clear. • Events and ideas are presented in a way that is easy to follow. • The writing is directed to a general audience. 	<p>Comments</p> <p style="text-align: right;">Score _____ /35</p>
<p>Elaboration/Support/Style</p> <ul style="list-style-type: none"> • General statements and ideas are supported by specific details. • The writing includes anecdotes, descriptions, comparisons, dialogue, or other details to make the account vivid and clear. • The dialogue reflects the rhythms of everyday speech. • Effective transitions are used to clarify ideas. 	<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: Personal Writing (Unit 1, pages 36–39)

Assignment: For a magazine called *Everyday People*, write a one- to two-page autobiographical sketch about an incident or a person that has positively impacted your life.

Mrs. Katz’s Dare

Last year, when eighth grade ended, I held A or B averages in every one of my classes and had made the honor role every semester. But when I started ninth grade, things suddenly changed. It seemed like no matter how hard I studied, I still struggled to keep up.

Biology was the worst class of all for me. My teacher, Mrs. Katz, was all business. The first day of class she said that she would lock the lab door at 10:05 A.M. Anyone who showed up at 10:06 would be locked out of class and have to make up the work later. I had gym class right before biology, and the very next day, guess who got locked out? Me, of course! Every day after that I raced to get changed and across the school before Mrs. Katz locked the doors. But my gym teacher kept letting us out late, and so sometimes I’d still miss class.

I started to wonder how I’d loved science in eighth grade. Mrs. Katz assigned so much homework that I could barely finish the reading, let alone understand it. I was so nervous about messing up in class that when she called on me, I’d always end up giving the wrong answer. I even started hiding in the back row. When we finally had our first big test, I got a 64. I’d never gotten a D in science!

Shortly after that, Mrs. Katz asked me to stay after class. “What’s going on Karen?” she asked briskly. “You’re smart. Why are you failing my class?”

I was so scared I didn’t know what to say. “I . . . I don’t know,” I stammered. I looked at the floor. I wished I were somewhere else.

She peered at me over her glasses for a minute. Then she sat back in her chair and said, “I dare you to do well in my class.”

“Wh . . . what?” I said.

“I think you can get an A in this class, but you don’t seem to think so yourself. So I dare you. I dare you to get an A. Meanwhile I’ll talk to your gym teacher to make sure she stops letting class out late. And from now on, sit in the front row.”

I don’t remember what I said after that, but somehow her dare made me braver in class. I started asking questions about everything, and whenever I raised my hand Mrs. Katz would get a twinkle in her eye and say, “Yes Karen?”

For our next class project I made a 3-D model of an animal cell out of beads and wire and painted macaroni. I had to stand in front of the class and give a five-minute presentation on the cell’s functions. I was nervous, but I did it—and I got an A.

Opening introduces an interesting conflict and its possible significance.

Specific details provide background information and set up event.

Dialogue sounds natural and brings interaction to life.

Chronological order of events is easy to follow.

Ending statement emphasizes the significance of the incident.

Summary: *This piece follows a clear, logical progression of ideas and events. Vivid details and effective dialogue help to bring the experience and its significance to life.*

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.

Writing Assessment and Evaluation Rubrics

Name Class Date

Average Writing Model

Writing Process in Action: Personal Writing (Unit 1, pages 36–39)

Assignment: For a magazine called *Everyday People*, write a one- to two-page autobiographical sketch about an incident or a person that has positively impacted your life.

Mrs. Katz's Dare

I was always a pretty good student in school. I didn't like math very much but I was usually pretty good at science and social studies, and I like school all right. But that was eighth grade. When I started ninth grade everything was totally different. All of a sudden it seemed like no matter how hard I tried, I still never did okay.

I had this teacher named Mrs. Katz for biology. Anybody who showed up late to her class got locked out for the day. Then you were totally in trouble because you had to make up the work later on, and that was sometimes really hard if you were like Tina and couldn't get into the lab after school because you had soccer practice. I had gym right as my first class, and so the next day of course, I got locked out! After that it became this daily race to get changed from my gym class where I was always let out late and across the building. Every day I'd come in so gross that nobody ever wanted to be my partner.

I used to really like science, but this was different. I started hiding in the back of the class hoping she wouldn't ever call on me. When we had our first big test, I got a 64.

Right after that Mrs. Katz had me stay after class. She said she thought I wasn't doing very well because I was in too big a hurry. She talked to my gym teacher so I wouldn't have to stay late in gym anymore. She said I think you can get an A in this class. Like it was a dare, which I thought was funny. So I took her up on the dare. And it worked.

For my next project I made an animal cell. I had to stand up in front of the class and give a talk on it. I was really nervous, but I did it, and at the end of the class I got an A.

Summary: *This piece has a strong beginning, middle, and end, but the details are vague and the tone is sometimes overly casual. The writing could be improved by revising it to include more specific details and by eliminating grammatical and spelling errors.*

This piece would probably receive a 2 if evaluated by the holistic scoring method. It might receive a 79 if evaluated by the analytic scoring method—32 points for Focus/Organization, 27 points for Elaboration/Support/Style, and 20 points for Grammar, Usage, and Mechanics.

Opening introduces possible significance of the experience to follow.

Casual tone sounds natural, but grammatical errors and vague details make meaning unclear.

Maintains chronological order, but lacks specific details and dialogue

Ending makes the significance of experience for writer clear.

Writing Assessment and Evaluation Rubrics

Name Class Date

Below-average Writing Model

Writing Process in Action: Personal Writing (Unit 1, pages 36–39)

Assignment: For a magazine called *Everyday People*, write a one- to two-page autobiographical sketch about an incident or a person that has positively impacted your life.

I like Science class because it is interesting to learn about things like different kinds of animals and plants. I like doing experiments in the lab and things like that. Like playing with frogs. But this year I have to take Biology and its just way to hard for me sometimes because our teacher Mrs. Katz gives way to much homework. Its not fare that she does.

But then she helped me with some things I was haveng so much trouble with. She was nice all of a sudden I dont know. That class is still hard for me sometimes like with things like learning different kinds of cells and stuff in the lab. I wish I could get more into that but its just so hard I'd be better if I had more time. Anyway I did give this project on cells and stuff and on that she gave me an A. That was like the good grades I use to get in Science. I painted different kinds of materials and even had to stand up in front of the class. Now I like Science again and I think Mrs. Katz is kind of okay.

Summary: *This piece attempts to respond to the prompt, but the details are vague and the account does not fully explain or demonstrate the significance of a specific incident or person. Also, the order of events is not clearly presented. This piece could be improved by revising it to describe the experience in a clear, chronological order, by elaborating on the experience and its significance with specific details, and by eliminating the grammatical, spelling, and punctuation errors. Also, the writing might be revised to include dialogue, where applicable.*

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

Missing a title

Opening does not clearly introduce subject.

Throughout, contains significant grammatical and spelling errors

Details are vague, and order of events is unclear.

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 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

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 3 Writing Process in Action: Descriptive Writing (pages 160–163) Analytic Evaluation Rubric

<p>Focus/Organization</p> <ul style="list-style-type: none"> • The writing presents a vivid description of an imaginary place. • The description is appropriate for a teenage audience that wants the experience of visiting new places. • The piece is written from the first-person point of view and uses a consistent, logical organizational strategy. 	<p>Comments</p> <p style="text-align: right;">Score _____ /35</p>
<p>Elaboration/Support/Style</p> <ul style="list-style-type: none"> • The details chosen consistently establish and maintain a particular mood. • Precise words, vivid sensory details, and appropriate figurative language create clear images and impressions. • Effective transitions connect the author’s personal impressions and other details about the place. 	<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>

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

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Name Class Date

Above-average Writing Model

Writing Process in Action: Descriptive Writing (Unit 3, pages 160–163)

Assignment: For the magazine *Vicarious Voyager*, write a one- to two-page descriptive article of an imagined place.

Shipwrecked on the Black Beach

As the warm water lapped against my arms and face, I slowly regained consciousness. The water in my mouth was salty but not unpleasant. I shook my head and blinked my eyes. A tiny crab crawled out of my hair.

I lay half in the water and half out on a glittering black beach. Some sand had gotten under my wet clothes, and it cut at my skin like rough glass. The tide washed gently over my body, bringing with it bits of seaweed, coral, and pink jellyfish that scratched and stung me. An arm's length in front of me, I saw the remains of my yellow life raft. The beach was narrow, sloping gently about fifteen feet from the water to a jungle. Where the jungle started there was a row of low shrubs, evenly spaced about three feet apart. Each shrub was topped by a crown of bright scarlet flowers.

To my left stood a giant rock that marked one edge of the beach. I tilted my head up, exhausted, to see how tall it was. Above it, a flock of huge snow-white birds circled against the dusky sky. Every once in a while, one of the birds would swoop down to the beach and perch on a pile of driftwood. The birds watched me curiously. They didn't seem to be afraid of me at all. They continued their wild squawking.

Looking to my right, I saw what looked like a path almost hidden between two shrubs. This was intriguing, so I took a deep breath and pulled myself upright. My head spun because I was so hungry and tired. I had no idea how long I'd been drifting on the flat, lonely ocean.

I walked cautiously across the beach. The strange black sand pricked my bare feet as I went. Behind me, the sun rested at the horizon, sending rays of hot orange light across the water. I could just see the moon starting to rise over the tops of the trees. In the calm after the storm, a soft breeze carried the scent of rain and hibiscus across the beach. Gratefully, I breathed in the sweet smell and headed toward the jungle.

As I started to step onto the jungle path, I tripped. I had to grab onto a shrub so that I didn't fall. Instantly, a bunch of thorns bloomed on the shrub, like they were trying to protect the flowers from my hand. In the distance, I heard a wild shrieking sound. It could have been an animal, but it sounded like a person in incredible pain. I stepped back and sat down on a large, flat rock. My stomach grumbled. "Where am I?" I thought. "What is this weird place?" I just sat there for a while, rubbing my bleeding hand and peering into the dark, waiting jungle.

Summary: *This piece uses vivid sensory details, specific language, and a consistent organizational strategy—following spatial order from the beach's ocean side to the jungle—to create a strong impression and mood for the reader.*

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.

Title and opening provide vivid clues to place and situation.

Specific words and figurative language make the place and situation seem believable.

Uses a consistent organizational strategy and first-person point of view

Sensory details help readers imagine they are there.

Includes personal impressions and sensations

Writing Assessment and Evaluation Rubrics

Name Class Date

Average Writing Model

Writing Process in Action: Descriptive Writing (Unit 3, pages 160–163)

Assignment: For the magazine *Vicarious Voyager*, write a one- to two-page descriptive article of an imagined place.

The Black Beach

The beach wasn't very big, and it was covered with black sand. On one side of the beach there was a huge rock, maybe thirty feet high. There were huge white birds that flew around at the top. Sometimes they'd fly down and look at me. They were a little scarrey, but they didn't seem scared of me.

I was half in the water and half out of it. The water was really warm like a bath almost. Some of the sand had gotten under my clothes, and it cut my skin, sharp like glass. The water kept washing over me but I was too tired to get up. Shells and gravel and jelly fish floated by me and landed up on the beach.

My life raft lay up there. It was shredded. I stood up and my head spun because I was so hungry and tired. I felt dizzy. I didn't know how long I'd been shipwrecked. I couldn't remember too much about what happened before. Just that the boat had cracked into pieces during a big storm so I'd gotten on my life raft. So now I was here.

I walked across the beach. The black sand was sharp on my bare feet. I must have lost my shoes in the ocean or something. The sun was starting to set. It probably wouldn't be light for very much longer now. The moon came out. It shone over the jungle. At the edge there was a row of bushes covered with red flowers.

When I got to the edge of the jungle I tripped all of a sudden. I grabbed one of the bushes so that I wouldn't fall. A bunch of thorns bloomed on the bush. Then someone screamed in the distance. I didn't know if it was an animal or a person. But it was very creepy. I looked around and then sat down on a rock. I was so hungry. "Where am I? What will I eat?" I thought. I just sat there for a while trying to figure everything out.

Summary: *This piece uses a consistent point of view to describe an imaginary place, but some of the details are vague, and the vocabulary is occasionally repetitive. The writing could be improved by using more varied, specific word choices and by adding transitions and spatial details to help the reader more clearly follow the organizational strategy being employed throughout the piece.*

This piece would probably receive a 3 if evaluated by the holistic scoring method. It might receive a 80 if evaluated by the analytic scoring method—26 points for Focus/Organization, 28 points for Elaboration/Support/Style, and 26 points for Grammar, Usage, and Mechanics.

Opening introduces the setting but contains a spelling error.

Maintains first-person point of view and uses figurative language

Lack of effective transitions creates choppy sentences.

Presents sensory details, but spatial description is slightly vague

Provides first-person impressions

Writing Assessment and Evaluation Rubrics

Name Class Date

Below-average Writing Model

Writing Process in Action: Descriptive Writing (Unit 3, pages 160–163)

Assignment: For the magazine *Vicarious Voyager*, write a one- to two-page descriptive article of an imagined place.

Descriptive Writing

There once was a beach that looked like any other normal beach except for it was covered with black sand and had a scary jungle by it. Some beaches have soft white sand like in Hawaiyai and other beaches have just rocks and no sand. I saw one like that before and I didn't like it as much as regular ones. But this beach was very wierd becuse it was all black. She never saw a beach like that any where before.

There were lots of fish and crabs that lived on this beach. It had big birds that flew in the sky. It sounded like there were big animals living in the forrest but you couldnt see them. They just made noises. It was warm there. There were some big bushes too. Also the beach had big red flowers. They were pretty and looked good to pick but they had a lot of thorns that would hurt you if you touched them and might be poisin or something. Every time you touch a thorn it hurts. Like when you get stung by a bee, which I did one time in third grade.

The water around the beach was warm, it was nice to swim in but sometimes it was really salty. That hurts if you have any cuts. The black sand seemed like the beach was backwards. Becuse the water is blue and has white sand to be normal. There was no people around any where. It is desserted.

Summary: *This description does not follow a clear organizational strategy that shows where things on the beach are in relation to each other and does not maintain a consistent first-person point of view. The piece also lacks a title and sufficient specific details. The writing could be improved by revising it to include a more effective organizational strategy and a consistent first-person point of view; by replacing irrelevant and vague details with vivid, sensory descriptions; and by eliminating the numerous spelling and grammatical errors.*

This piece would probably receive a 1 if evaluated by the holistic scoring method. It might receive a 62 if evaluated by the analytic scoring method—23 points for Focus/Organization, 24 points for Elaboration/Support/Style, and 15 points for Grammar, Usage, and Mechanics.

Title is missing

Introduces place, but shifts point of view

Contains spelling errors and vague word choices

Includes irrelevant details and a confusing tense shift

Throughout, an unclear organizational strategy and grammatical errors distract from the mood.

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 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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Narrative Writing

Writing Assessment and Evaluation Rubrics

Name Class Date

Unit 2 Writing Process in Action: The Writing Process (pages 108–111) Analytic Evaluation Rubric

<p>Focus/Organization</p> <ul style="list-style-type: none"> • The piece focuses on a memorable story about a family member. • The writing has a clear beginning, middle, and end. • A consistent point of view is used. • The opening hooks readers’ interest and establishes the story’s relevance. 	<p>Comments</p> <p style="text-align: right;">Score _____ /35</p>
<p>Elaboration/Support/Style</p> <ul style="list-style-type: none"> • The family members and setting are described with vivid and appropriate details. • The dialogue is realistic and helps to create a memorable portrait. • The story captures the essence of family members and their experiences. • Sufficient background information is provided for readers to understand the experience. 	<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>

Narrative 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

Above-average Writing Model

Writing Process in Action: The Writing Process (Unit 2, pages 108–111)

Assignment: Write a one- to two-page story about one of your family members.

Grandpa’s Big Catch

One of my earliest memories is of something that I’m not exactly sure whether I saw it happen first-hand or just think I did because I’ve heard the story and seen the pictures of it so many times. It happened when I was three years old, and my family was on vacation in the Florida Keys. My parents and grandparents had rented a boat so we could cruise around and fish in the ocean for a week.

From the photos that I’ve seen, I look like I was having a great time. I sat near the bow in a playpen, wearing my lifejacket and a big hat, while my mother and grandmother sunbathed and read books. My father had just gotten out of the navy, so he steered the boat. My grandpa spent most of the time fishing off the stern.

He was a preacher in a small town in Alabama. My parents had moved up north to Cincinnati when I was a baby, so we didn’t see my grandparents much. But everyone tells me that he was a popular man in his hometown. Everyone in Crawfordsville turned to him for advice. However, he wasn’t known as much of a fisherman. My mother says that during the first few days of our trip, my grandpa caught only a few small, old fish that the grownups cooked and ate for dinner. Whenever my mother tells this story she wrinkles her nose as if smelling something bad and says, “You, child, are lucky you were too little to eat them. You ate spaghetti.”

But then one day, almost at the end of our vacation, my grandpa felt a tug on his line. “I’ve got one,” he said. “A big one! The biggest I’ve ever felt!” My mom grabbed me, and we all crowded around him at the stern to watch him reel in his giant fish. My grandpa fought and struggled with that fish. He was sweating and yelling. The fishing pole bent and looked like it would break, and then, with one huge final tug, he landed the fish.

Except it wasn’t a fish at all. It was a baby alligator. It lay there on the deck flopping around and snapping its jaws. It was only about a foot long, and it looked scared. Everyone froze and stared at it. Then my grandpa turned and said to my grandma, “Lucille, get the camera.” He picked up the alligator by the tail and posed like he’d caught a prize-winning fish. Then he took the baby gator and gently tossed it back into the water.

My grandpa died of a heart attack a few months later. He was only sixty-four years old. I’m sad that I never really got to know him. All I have are a few fuzzy memories from my childhood and an old photo of him, in Bermuda shorts and a funny hat, holding up the baby alligator with a big smile on his face.

Opening sentence is awkward but establishes that the story is based on a memory; second sentence establishes context and hooks readers’ interest.

Presents details and events in a logical order

Uses relevant, natural dialogue to provide background information

Vivid details and dialogue bring the scene and characters to life.

Ending establishes the story’s importance and presents a strong closing image.

Summary: *This story is told in an engaging way and uses sufficient, vivid details and natural dialogue to give the reader a sense of the grandfather’s personality. The story is well organized and makes clear why the memory is important to the writer.*

This piece would probably receive a 4 if evaluated by the holistic scoring method. It might receive a 95 if evaluated by the analytic scoring method—33 points for Focus/Organization, 35 points for Elaboration/Support/Style, and 27 points for Grammar, Usage, and Mechanics.

Writing Assessment and Evaluation Rubrics

Name Class Date

Average Writing Model

Writing Process in Action: The Writing Process (Unit 2, pages 108–111)

Assignment: Write a one- to two-page story about one of your family members.

My Vacation with Grandpa

When I was three years old my family took a vacation in the Florida keys. Me, my parents, and my grandparents rented a boat and spent a week cruising around there. I don't remember a lot about it. But the story of my grandpa catching an alligator is famous in our family now. We went around in the keys for a week and then one day my grandpa was fishing off the back of the boat and all of a sudden he had something really big on the fishing pole.

My parents moved to Cincinnati from Alabama when they got married so we didn't see my grandparents very much. But everybody says that he was a really popular man there. Everybody loved him. When I was born so many people brought food that they had to store it on the back porch, because they ran out of room in the refrigerator.

He was a pretty bad fisherman, the whole time on vacation he didn't catch anything, except a few small gross kind of fish. The grownups cooked and ate the fish for dinner. I didn't though. When he said he caught something big everybody was really excited. We all crowded around him to watch him catch this fish. It took forever and he was sweating and stuff. I think I remember him yelling. Then all of a sudden he got the fish.

But it turned out to be a baby alligator. I still remember what it looked like. It lay there on the deck and it looked scared. My grandpa picked up the alligator by its tail. My grandma took a picture of him with it. Then he threw it back into the water.

My grandpa died a couple months later and he was wasn't even very old yet. Only sixty-four, which is a lot younger than my other Grandpa is now. I'm sad that I never really got to know him. But everybody remembers this story, because it was so funny and because of how he was holding up the baby alligator and smiling in that picture.

Summary: *This story focuses on a specific memory of a family member, but the writing lacks a consistent organizational structure and sufficient details. The writing could be improved by adding clearer transitions and reordering the information in the second paragraph, by including revealing dialogue, and by replacing vague words with more vivid details. The story also could be improved by correcting unclear pronoun references and other grammatical errors.*

This piece would probably receive a 2 if evaluated by the holistic scoring method. It might receive a 78 if evaluated by the analytic scoring method—27 points for Focus/Organization, 28 points for Elaboration/Support/Style, and 23 points for Grammar, Usage, and Mechanics.

Opening introduces topic, but grammatical errors distract the reader.

Presents background information, but the order and relevance of details are unclear

Lacks specific details, and the grandfather's personality remains unclear

Ending includes the writer's feelings but loses focus on the story.

Name Class Date

Below-average Writing Model

Writing Process in Action: The Writing Process (Unit 2, pages 108–111)

Assignment: Write a one- to two-page story about one of your family members.

My Grandpa

Once when I was little I went with Mom and Dad and Grandma and Grandpa on a trip to florida. I wish we could go back to florida agin. It was fun, even though I dont remember that much becuase I was too little. But my Grandpa caught an aligator from the boat that was really cool. The aligator was little and scarry like a lizard. I wanted to pet it, thats what my Mom says but she would'nt let me which was probly good because the aligator had sharp teeth and I was a baby too. I dont remember that part but I know its true. I have a picture of my Grandpa and the aligator and another one of just me that shows it.

My Grandpa liked to fish I guess. He liked to do lots of things but I dont think he got to do it much. He was a preecher and my Mom says that lots of poeple liked him a lot in Alabama. He did'nt fish very good. I do'nt know him real well becuas he died when I was a baby. Or right after this trip really I think. After he died I was sad when I was older becuas I dont know him. I know my other grandpa, he's a fire man. Or he use to be. Now he's retired and he lives by us in Cincinatti.

Opening lacks focus and a clear time order.

Presents some details, but lacks specific language so description remains vague

Contains spelling and grammatical errors; lacks clear transitions

Includes irrelevant details

Summary: *This story shows evidence of an attempt to respond to the prompt, but the writing contains irrelevant details, grammatical errors, and misspellings that make it difficult to understand. Also, the writing lacks the kind of vivid description and dialogue necessary to bring the writer's memory and family members to life for the reader. The story could be improved by revising it to include more specific details and dialogue and by using only those details that relate to the topic.*

This piece would probably receive a 1 if evaluated by the holistic scoring method. It might receive a 62 if evaluated by the analytic scoring method—23 points for Focus/Organization, 24 points for Elaboration/Support/Style, and 15 points for Grammar, Usage, and Mechanics.

Writing Assessment and Evaluation Rubrics

Name Class Date

Unit 4 Writing Process in Action: Narrative Writing (pages 208–211) Analytic Evaluation Rubric

<p>Focus/Organization</p> <ul style="list-style-type: none"> • The narrative focuses on an interesting conflict and its resolution. • A clear and consistent point of view is used. • Events are presented in an effective order. • The writing establishes the setting, characters, and conflict early on to hook readers' interest. 	<p>Comments</p> <p style="text-align: right;">Score _____ /35</p>
<p>Elaboration/Support/Style</p> <ul style="list-style-type: none"> • Adequate background information is provided for readers to understand characters, setting, and events. • Dialogue, anecdotes, and figurative language are used effectively. • Vivid verbs and strong sensory details are used to develop the characters, setting, and plot. • The characters act in a believable way to resolve the story's conflict. 	<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>

Narrative 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

Above-average Writing Model

Writing Process in Action: Narrative Writing (Unit 4, pages 208–211)

Assignment: For *Resolutions*, an anthology of student writing, write a one- to two-page narrative about a true or fictitious conflict.

Second String

When Coach Jackson told Renee to stop by the office after practice, Renee practically skipped across the gym. “Maybe the coach is going to move me up from second string to the starting line-up,” Renee thought. She’d been playing really well. She hoped to be the first ninth grader ever to start on the JV basketball team.

Her heart was pounding when she sat down in the coach’s office, both from the workout she’d got at practice and from her excitement. But her coach didn’t look too happy.

“Renee, we have a problem,” said Coach Jackson.

Renee’s heart started beating faster, but now it was out of fear. “What do you mean?” she asked.

“You’re failing social studies and math. Until you pull your grades up, I’m going to have to suspend you from the team,” the coach said.

Renee felt like she’d been hit. She thought she was going to cry. This couldn’t be happening. She stared at the coach’s desk and took a couple of deep breaths. The coach had to give her a second chance!

“But I’ve been playing really well,” Renee said. “And I practice on the weekend at the Y, and I had that scholarship to basketball camp last summer and everything. My mom nearly wouldn’t let me go to that because she wanted me to stick around and take care of my baby brother, but I finally got her to let me go. You can’t kick me off the team now!”

“I’m sorry, Renee, but that’s the rule. You need a C average to play on the team.” The coach leaned back in her chair. She looked like she was thinking. “What about coming to the after-school tutoring sessions? They might help your school work.”

“I can’t. I have to babysit after school when we don’t have practice. My mom works until seven o’clock,” Renee said.

“Well, you could bring your brother along to the tutoring sessions if you want. It wouldn’t be a problem.”

“Really?” cried Renee. “That would be great. He’s really good. He won’t get into trouble or anything. I promise.” She was smiling again from ear to ear.

“Okay. If you come to tutoring twice a week, you can stay on the team for the rest of the semester. We’ll see how you’re doing by then,” Coach Jackson said.

Renee jumped up and hugged her coach. She might not be on the first string yet, but she was still on the team. Right now, that was all that mattered.

Opening establishes characters and setting and hooks readers’ interest.

Narrative quickly and clearly introduces the conflict.

Uses figurative language to bring the experience to life

Realistic dialogue advances conflict and provides relevant background information.

Ending shows a believable resolution of the conflict.

Summary: *This piece uses effective dialogue and description to clearly introduce a conflict and show its resolution.*

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, 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: Narrative Writing (Unit 4, pages 208–211)

Assignment: For *Resolutions*, an anthology of student writing, write a one- to two-page narrative about a true or fictitious conflict.

Playing Basketball

Coach Jackson called me into her office after practice and I got so excited. I had played real good in the last few months and I thought maybe the coach was going to move me up from second string. I was hoping that I might be the first ninth grader ever to start on the JV Basketball Team. Now I don't care so much about that even though it would still be great.

Opening introduces setting and characters, but order of events is unclear.

I was nervous when I sat down. The coach didn't look too happy.

Presents conflict, but contains errors in spelling and punctuation of dialogue

"Renee" she said "We have a problem." I was scared and I asked her why?

"Well" said the coach "Your failing Social Studies and Math. You have to pull your grades up or else your suspended from the team."

It felt like somebody hit me in the stomach. I felt like crying. It wasn't fair. I knew I hadn't been doing too well, and I did real bad on my last tests, but I was trying my hardest. The problem was that with basketball practice and school and taking care of my baby brother I didn't have enough time. My mom doesn't get home until 7 pm sometimes. By then I am too tired to study too hard.

Includes figurative language and background information

Playing basketball is the most important thing in my life. I've played basketball since I was six. Last year I got a scholarship to a sports camp in Connecticut for three weeks. It was so fun. I learned a lot and I made a lot of cool friends too like Maria. She lives in Brooklyn and I still hang out with her on weekends we go to the Y and play one on one.

Irrelevant details distract from the conflict.

The coach said that I had to have at least a C average to stay on the team. Then she said,

Why don't you come to afterschool tutoring? They might help your schoolwork. I can't. I have to babysit after school whenever we don't have practice.

Punctuation errors make dialogue confusing.

But then she said that maybe I could bring my brother with me. That would be great. He's a really good kid. He's my stepbrother and I love him a lot so I don't mind taking care of him usually.

Okay, said coach Jackson. "If you come to tutoring twice a week, you can stay on the team for the rest of the semester. We'll see how you're doing by then."

I was so excited I got to stay on the team I jumped up and hugged her.

Ends with resolution, but lacks detail

Summary: *This piece fulfills the assignment by focusing on a conflict and resolution; however, punctuation problems make the dialogue confusing, and the narrative lacks a clear organizational structure. The writing might be improved by revising it to include more effective transitions and to eliminate irrelevant details.*

This piece would probably receive a 3 if evaluated by the holistic scoring method. It might receive an 80 if evaluated by the analytic scoring method—29 points for Focus/Organization, 28 points for Elaboration/Support/Style, and 23 points for Grammar, Usage, and Mechanics.

Name Class Date

Below-average Writing Model

Writing Process in Action: Narrative Writing (Unit 4, pages 208–211)

Assignment: For *Resolutions*, an anthology of student writing, write a one- to two-page narrative about a true or fictitious conflict.

The Basketball Team

I allways wanted to play on the jv team. I know I played real good lately and then when coach Jackson tells me to come talk to her after practise I got real excited because maybe this was going to be good news for me. But instead it wasnt.

That didnt seem fair to me then. After a while it was OK thogh. First, she told me that I wasnt doing good enogh in school for me to stay on the team. This made me so sad. I didnt know what to do becuase I told her I try to do well but its just real hard. Shes so nice to me usally even thogh some girls think shes a mean coach I dont. I am glad it worked out.

I wanted to stay on the team so bad I told her I would do whatever to try to stay on it. She said how about tudoring? I said okay thats fine. I realy like to play basket-ball and I wanted to do what ever to stay on the team. Its fine to go to tudoring becuase I can take my brother there and also play on the team. Even my mom doesnt care about the tudoring. I am still on the second string but that is good to me.

Summary: *This piece attempts to fulfill the assignment, but it does not adequately use dialogue or specific details to develop the conflict, setting, and characters. Also, the organizational structure is unclear, particularly in the first and second paragraphs where errors in tense, grammar, and structure create confusion for the reader. This narrative might be improved by revising it to include a clearer opening that introduces the characters, setting, and conflict and by adding vivid details and correctly punctuated dialogue to advance the conflict toward a clear resolution.*

This piece would probably receive a 1 if evaluated by the holistic scoring method. It might receive a 63 if evaluated by the analytic scoring method—22 points for Focus/Organization, 24 points for Elaboration/Support/Style, and 17 points for Grammar, Usage, and Mechanics.

Introduces topic, but errors in tense and grammar make the narrative confusing

Time order is choppy and unclear; conflict is not fully developed.

Presents a resolution, but order of ideas is confusing to reader

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

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

Expository Writing: Cause and Effect Analytic Evaluation Rubric

<p>Focus/Organization</p> <ul style="list-style-type: none"> • The cause-and-effect relationships are clearly explained and convincing. • The explanation is appropriate for its intended audience. • Causes and effects are organized in a clear pattern that contributes to the meaning of the piece. 	<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 used to clarify cause-and-effect relationships. • Effective transition words are used to connect causes and effects. 	<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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Expository Writing

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 to 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;">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;">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 272–275) Analytic Evaluation Rubric

<p>Focus/Organization</p> <ul style="list-style-type: none"> • The piece focuses on a creature likely to repel sixth-grade students. • The article gives readers an appreciation of the creature and its habitat. • The organization is appropriate for an article, with an engaging lead and a solid conclusion. 	<p>Comments</p> <p style="text-align: right;">Score _____ /35</p>
<p>Elaboration/Support/Style</p> <ul style="list-style-type: none"> • The vocabulary and writing style is appropriate to sixth-grade students. • Specific details support each general point. • The evidence presented helps the reader appreciate the creature. • Facts, analogies, and other evidence bring the subject to life. 	<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

Writing Assessment and Evaluation Rubrics

Name Class Date

Above-average Writing Model

Writing Process in Action: Expository Writing (Unit 5, pages 272–275)

Assignment: Write a one- to two-page article that will help sixth-grade science students appreciate a creature otherwise likely to repel them.

The Real Web Artists

In the book *Charlotte’s Web*, a pig named Wilbur learns to love Charlotte, a spider who lives in his barn, because she saves him from being turned into bacon. Charlotte rescues Wilbur by spinning messages such as “Terrific!” and “Some Pig!” into her web to convince people that he’s special. The story is fiction, of course. However, even in real life, spiders are more creative than most people realize. Their webs not only catch insects; they are amazing works of art.

Although every spider web is beautiful in its own way, webs vary in shape, depending on the type of spider who made it. For instance, funnel webs look like a delicate bowl, while orb webs appear similar to a many-spoked bicycle wheel. All webs are made from silk created in the spider’s abdominal glands. The silk has incredible strength and elasticity.

To spin one of its incredible webs, a spider first creates a strong thread of silk. Then the spider lets the attached silk get picked up and blown by the wind. Once the silk catches on a surface, such as a branch or rock, the spider starts spinning each part of its web. Most spiders can build a web in an hour or less. When finished, the spider waits in its web for its prey to get caught in the sticky silk. Then, while the insect is stuck, the spider quickly makes another kind of silk to wrap around the prey. The spider’s careful spinning isn’t done yet, however. A spider must repair or rebuild its web every day.

As a species, spiders are so creative that they can build and use their webs in other ways, too. Some spiders weave a web between their own legs and then catch insects by throwing the web on top of them. Others types of spiders cooperate with each other to construct large communal webs. These spiders share the prey they catch.

Of course, no spider could ever be as smart or creative as the imaginary Charlotte was. After all, Charlotte could spell words in her web, and real spiders can’t do that. But with so many ways to catch their prey and such a variety of beautiful, complicated webs, even real spiders might be considered artists.

Summary: *This article discusses the surprising and interesting aspects of spiders’ webs to show why spiders should be appreciated. The evidence presented fits the article’s purpose and flows in a natural, logical order. The piece also includes specific language to support its purpose and maintains an appropriate tone for a sixth-grade audience.*

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.

Opening presents topic in an engaging way.

Uses specific facts to support the main idea and precise language to explain unfamiliar terms

Effective transitions link ideas and descriptions.

Order of ideas follows naturally throughout the writing.

Ending ties to opening to provide closure and to reinforce the main idea.

Name Class Date

Average Writing Model

Writing Process in Action: Expository Writing (Unit 5, pages 272–275)

Assignment: Write a one- to two-page article that will help sixth-grade science students appreciate a creature otherwise likely to repel them.

Spiders

When I was little my favorite book was *Charlotte's Web*. In that book Wilbur makes friends with Charlotte who is a spider. When the farmers come and want to take him away to be killed she saves his life by writing how great he is in her spider web. Ever since I read the book I'm not afraid of spiders.

Spiders are predators. People think of tarantulas and get scared, but really they mostly prey on insects. Farmers like having spiders around because they feed on insects that eat their crops. Some spiders catch prey by listening to them and others have strong eyesight and can see what they're trying to catch. There are also Spitting Spiders.

Lots of spiders catch their dinner in webs. They make the webs out of silk. There's lots of different kinds of silk and webs. Once the web is started the spider spins out the different parts of it. They can go from the center out to the edges and go around to make more circles. Kind of like a bicycle. The silk catches on lots of different kinds of things to stick. You might have seen this in your house, for instance, but those webs are cobwebs and they are a different kind. They are actually very beautiful if you think about it and not gross at all.

It only takes an hour or so to make a web. After that the spider hangs out in the middle and waits for a fly or something. Once the poor fly is trapped and helpless, the spider might just kill and eat it right there. The webs have to be rebuilt everyday because the spider's innocent victims struggle to try to get out and then end up messing it up.

There are lots of different spiders in the world but most of them trap their prey in a similiar way. No matter how they do it, their all special.

Summary: *This article offers the writer's opinion and some facts about spiders and attempts to show their value; however, the evidence and word choices selected do not necessarily lead the reader to a greater appreciation of the writer's topic. The writing could be improved by revising it to include more specific details in the opening paragraph, by presenting appropriate evidence in a logical order, and by using clear transitions to connect ideas. The writing also could be improved by revising it to eliminate errors in spelling and grammar.*

This piece would probably receive a 2 if evaluated by the holistic scoring method. It might receive a 79 if evaluated by the analytic scoring method—28 points for Focus/Organization, 26 points for Elaboration/Support/Style, and 25 points for Grammar, Usage, and Mechanics.

Opening introduces topic but is not appropriate for an article.

Ideas lack transitions and are not fully explained.

Evidence is vague, and writing contains grammatical errors.

Examples and words choices are not suited to overall purpose.

Ending lacks closure and adequate supporting evidence.

Name Class Date

Below-average Writing Model

Writing Process in Action: Expository Writing (Unit 5, pages 272–275)

Assignment: Write a one- to two-page article that will help sixth-grade science students appreciate a creature otherwise likely to repel them.

Charlottes Web

When I was little my favorite book was the book Charlottes Web. It was about a spider who made friends with a pig and saved his life because she wrote about what a great pig he was in her web. This is a really good book. It's sad at the end because Charlotte dies and Wilber doesn't have his friend any more, but then she has lots of baby spiders and three of them stay with him even though the rest of them go away somewhere.

Spiders are interesting because they can spin webs and catch insects in them for them to eat. These webs are made out of silk. Sometimes they might take the insects and hide them away for later. Spiders can bite but they don't eat people although some people are scarred of big ones like tarantulas and black widows. You shouldn't be scarred of them though because most spiders don't care about people at all. Charlotte cared about Wilbur because that was a book but real spiders aren't like Charlotte. For one thing she is made up, not real. But its still a good story to read. Real spiders just want to make there webs and not be bothered. The spider's webs can be really big and they have to be remade a lot because when a bug is stuck in the web it made a hole in it.

I like spider's webs because of that book and whenever I see them I try to be careful and not brake it because that's not fair to the spider that worked so hard. I also like a lot of kinds of insects too like grasshoppers, fireflies, dragonflys, and some kinds of colorful beetles.

Summary: *This article attempts to respond to the prompt, but the overall focus is unclear and the writing is poorly organized. The piece does not present sufficient facts or other evidence to bring the subject to life, and much of the writing contains vague word choices and grammatical errors that make the ideas hard to follow. The writing could be improved by revising it to present an engaging lead, several body paragraphs, and a related conclusion. The piece also could be improved by revising it throughout to include adequate supporting evidence and correct spelling and grammar usage.*

This piece would probably receive a 1 if evaluated by the holistic scoring method. It might receive a 64 if evaluated by the analytic scoring method—21 points for Focus/Organization, 23 points for Elaboration/Support/Style, and 20 points for Grammar, Usage, and Mechanics.

Title indicates that the piece may be about the book Charlotte's Web.

Opening relates to title but does not connect clearly to the rest of the article.

Presents some facts about spiders but contains grammatical errors that make ideas unclear

Includes irrelevant ideas that confuse the paragraph's focus

Conclusion lacks closure and introduces ideas that further confuse the article's focus.

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 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

Writing Assessment and Evaluation Rubrics

Name Class Date

Unit 6 Writing Process in Action: Persuasive Writing (pages 312–315) Analytic Evaluation Rubric

<p>Focus/Organization</p> <ul style="list-style-type: none"> • The editorial describes a problem and persuades readers to take a specific action about it. • The piece contains a central claim and identifies a main purpose for writing. • The arguments appeal to the appropriate audience. • The conclusion leaves a strong impression on readers and urges them to take a specific action. 	<p>Comments</p> <p style="text-align: right;">Score _____ /35</p>
<p>Elaboration/Support/Style</p> <ul style="list-style-type: none"> • Each part of the argument is adequately supported with accurate, relevant evidence. • The piece uses sound reasoning and addresses opposing arguments. • Specific words with strong connotations support the argument. 	<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

Name Class Date

Above-average Writing Model

Writing Process in Action: Persuasive Writing (Unit 6, pages 312–315)

Assignment: For a monthly newsletter called *Student Voices*, write a two-paragraph editorial that exposes a problem or injustice and encourages readers to take corrective action.

Just Say No

What do fast-food restaurants, automobile manufacturers, and athletic shoe companies have in common? Soon they all might be advertising not just in the streets and on TV but right in your classroom or the classroom of your kids. More and more schools are letting in advertisers because school budgets are being cut, administrators need to make ends meet, and companies see students as giant dollar signs. The advertising that companies try to feed students can be obvious, such as a sign in the hallway or a free book jacket covered with a soft-drink company's logo. But advertising also can be subtle, such as when an athletic shoe company pays to install a new scoreboard in the basketball gym or an automobile company sponsors a video about the benefits of cars.

According to Principal Marshall, our school district is approached all the time with proposals for corporate sponsorship of one event or another. So far the district has said no. But the school board elections are coming up, and several candidates have said they don't have a problem with allowing advertising in our schools. But I do. I think it's insulting that a corporation could buy its way into our classrooms. Our school should be a place where students can really learn, not someplace where advertisers can manipulate students. If you don't want your school cluttered with invasive ads for junk food and athletic shoes, come to the open community meeting this Thursday at 7 P.M. and make sure our new school board candidates hear your voice on this important issue. Hope to see you there!

Summary: *This piece presents a persuasive argument against advertising in the schools through the use of strong rhetoric and sound logical reasoning. The editorial briefly addresses opposing arguments and uses direct, forceful language to support its own central claim. The conclusion leaves readers with a convincing argument and a clear call to action.*

This piece would probably receive a 4 if evaluated by the holistic scoring method. It might receive a 97 if evaluated by the analytic scoring method—34 points for Focus/Organization, 33 points for Elaboration/Support/Style, and 30 points for Grammar, Usage, and Mechanics.

Opening presents a school-related problem.

Includes specific, relevant examples

States the central claim in words that have strong connotations

Urges readers to take a specific action

Writing Assessment and Evaluation Rubrics

Name Class Date

Average Writing Model

Writing Process in Action: Persuasive Writing (Unit 6, pages 312–315)

Assignment: For a monthly newsletter called *Student Voices*, write a two-paragraph editorial that exposes a problem or injustice and encourages readers to take corrective action.

No Advertising in Schools

According to Principal Marshall we get approached all the time by big name companies that want to sponsor things in our schools. So far they've said no, and I think that's great. But soon the school boards elections are coming up and some people running don't think advertising in the school is a bad thing. Lots of schools do it because they need the money. The budget is cut we've got to make up the money somewhere.

I think that this is wrong. School is a place where you go to learn not buy stuff. I think it's an insult to try to make them buy things instead of just learn things. Students are not just customers. Plus, they lie and say things like fast food is good for you or these athletic shoes make you play better sports. There just not true and we're not supposed to be learning lies in school, are we? If you agree with me, come to a community meeting.

Summary: *This piece attempts to use logical reasoning and to address opposing arguments, but the editorial's central claim is not clearly stated and the writing lacks adequate supporting evidence. Also, the word choices used within the argument are not particularly powerful or specific. The writing could be improved by revising it to include a more directly stated central claim, by using specific language with connotations that support the writer's argument, by adding relevant examples and other evidence, and by elaborating on the call to action.*

This piece would probably receive a 2 if evaluated by the holistic scoring method. It might receive a 77 if evaluated by the analytic scoring method—28 points for Focus/Organization, 25 points for Elaboration/Support/Style, and 24 points for Grammar, Usage, and Mechanics.

Opening identifies a problem but lacks direct, powerful language and specific examples.

Some potentially powerful arguments, but grammatical errors make the arguments confusing

Call to action is not clearly stated.

Name Class Date

Below-average Writing Model

Writing Process in Action: Persuasive Writing (Unit 6, pages 312–315)

Assignment: For a monthly newsletter called *Student Voices*, write a two-paragraph editorial that exposes a problem or injustice and encourages readers to take corrective action.

My Editorial

I think that its bad to have ads in school because there just wrong. There's too much ads anyway in the world on tv and on billboards and we should get the chance to go to school without them. Some schools like my cousins have tvs in them now and they learn from watching tv programs. Some of them are made by big companys that just want you to buy stuff.

I don't like to watch tv really at home even and I sure don't think we need to have it at school. It gives me a headache and makes me want to sleep. Most of the ads are so dumb and repeat all the time, they just ruin the 1 or 2 shows I like anyway.

Summary: *This piece attempts to respond to the prompt by including the writer's opinion about advertising in school, but the editorial lacks a clear argument, central claim, and purpose for writing. Also, the piece presents irrelevant statements and doesn't provide any supporting examples or a call to action. The writing could be improved by revising it to add specific, relevant evidence presented in a logical order and by stating a clear central claim and call to action. The writing also could be improved by paying greater attention to persuasive language and by eliminating errors in spelling and grammar.*

This piece would probably receive a 1 if evaluated by the holistic scoring method. It might receive a 63 if evaluated by the analytic scoring method—21 points for Focus/Organization, 22 points for Elaboration/Support/Style, and 20 points for Grammar, Usage, and Mechanics.

Title is generic and ineffective.

Opening presents opinion but contains grammatical errors, vague statements, and circular reasoning.

Conclusion includes irrelevant ideas and lacks a call to action.

