

Writing Assessment and Evaluation Rubrics

Name Class Date

Above-average Writing Model

Writing Process in Action: Descriptive Writing (Unit 3, pages 152–155)

Assignment: In one or two pages, write a description of your school that will convey what it's like from a student's point of view.

A Diverse and Vibrant Place

Last year, my cousin from Ohio spent a day at Weber High School with me. “There are so many different kinds of people here!” he said in amazement. “But no one talks about sports. You don’t even have a football team!” His reaction reinforced how different schools can be from one another. One of the things that makes Weber High unique is its focus on student art facilities and programs rather than sports. Another is its location in the heart of a diverse and historical city, San Francisco.

Whether you walk or take the bus, your first glimpse of our school will be the bell tower and the ornate Spanish mission-style cupola that houses it. The morning sun floods the heavy wrought-iron doors of the school’s entrance and warms the skin of the kids who gather outside before school begins. A group of popular girls usually lingers on a patch of grass to the side of the front steps, sharing stories and laughing. Meanwhile, another group, the computer “techies,” crowds under a shady tree in the front lawn. In the park across the street, a few boys shoot early morning hoops. Because our school is located in an immigrant neighborhood called the Mission, when you are outside, you can hear students speaking Spanish almost as much as English.

When the morning bell rings, the students slowly filter inside. Our school is four stories high. On the first floor, you’ll find the administrative offices and our auditorium. On the second and third floors, you’ll see classrooms, where students sit at wooden desks. Finally, you’ll reach the fourth floor. The fourth floor might be called the heart of the school. It houses a dance studio, a photo-developing room, a music studio, and a painting studio.

As soon as you walk into the studios, you notice the way students show respect for the hard work and creativity of others. This feeling often transfers to experiences in the rest of our school. For instance, if you had visited last spring, you would have seen a bunch of us in the parking lot behind the school, painting a brightly colored mural of our historical and cultural heroes. We worked under the guidance of Maria Rodriquez, a local artist.

So, as you can see, our school is well suited to a city known for its cultural diversity. Like San Francisco, Weber High School is proud of the creativity in all of us, from computer whizzes to aspiring artists. We welcome all types of students.

Summary: This description uses a consistent vantage point—one that takes the reader from the outside to the inside of the school and from the first floor to the fourth. The piece establishes a clear purpose in the first paragraph and supports it in succeeding paragraphs.

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.

Personal anecdote creates attention-grabbing lead.

Vantage point begins outside of school.

Uses vivid language and sensory details to create a clear picture

Organizes description spatially and uses effective transitions

Conclusion restates main idea.