

**Writer's Choice**  
Grammar and Composition

# **Writing Assessment and Evaluation Rubrics**

**Grade 10**



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

**Glencoe/McGraw-Hill**



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## How to Use This Assessment Guide

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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>            | <i>Rubrics</i> | <i>Writer's Choice Assignments</i>         | <i>Rubrics</i> |
|---|----------------|--|----------------|
| p. 11 Write a Journal Entry                   | 10, 14, 17     | p. 199 Write a Conflict Analysis           | 10, 14, 31, 36 |
| p. 11 Cooperative Learning                    | 10, 14, 17     | p. 200 Unit 4 WPA                          | 10, 14, 31, 32 |
| p. 11 Listening and Speaking                  | 10, 14, 17     | p. 213 Writing Across the Curriculum       | 10, 14, 31     |
| p. 15 Write a Learning Log                    | 10, 14, 17     | p. 223 Write an Explanation of an Event    | 10, 14, 36     |
| p. 19 Write Commonplace Book Annotations      | 10, 14, 17     | p. 223 Cross-Curricular Activity           | 10, 14, 36     |
| p. 23 Write a Reader-Response Journal Entry   | 10, 14, 17     | p. 227 Write an Explanation of a Painting  | 10, 14, 36     |
| p. 23 Cross-Curricular Activity               | 10, 17, 38, 43 | p. 227 Cross-Curricular Activity           | 10, 14, 36     |
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| p. 27 Viewing and Representing                | 10, 14, 17     | p. 235 Write a Cause-and-Effect Paragraph  | 10, 14, 37     |
| p. 28 Unit 1 WPA                              | 10, 14, 17, 18 | p. 239 Write a Comparison-Contrast Article | 10, 14, 38     |
| p. 39 Writing Across the Curriculum           | 10, 17         | p. 239 Cross-Curricular Activity           | 10, 14, 38     |
| p. 49 Write a Personal Response               | 10, 14, 17, 22 | p. 243 Write a Definition                  | 10, 14, 17, 36 |
| p. 49 Cross-Curricular Activity               | 10, 14, 17, 22 | p. 243 Listening and Speaking              | 10, 14, 17, 36 |
| p. 55 Viewing and Representing                | 10, 14, 22, 36 | p. 247 Write to Compare Information        | 10, 14, 38     |
| p. 55 Cross-Curricular Activity               | 10, 14, 22, 38 | p. 251 Write a News Article                | 10, 14, 31, 36 |
| p. 63 Viewing and Representing                | 10, 14, 36     | p. 257 Write an Essay Answer               | 10, 14, 36, 38 |
| p. 71 Viewing and Representing                | 10, 14, 22     | p. 261 Write a Comparison-Contrast Essay   | 10, 14, 38     |
| p. 75 Cross-Curricular Activity               | 10, 14, 22, 36 | p. 262 Unit 5 WPA                          | 10, 36, 39     |
| p. 89 Present Your Writing                    | 10, 14, 22     | p. 275 Writing Across the Curriculum       | 10, 14, 36     |
| p. 93 Write from a Particular Point of View   | 10, 14, 22, 26 | p. 285 Write an Opinion                    | 10, 14, 43     |
| p. 94 Unit 2 WPA                              | 10, 17, 22, 26 | p. 285 Viewing and Representing            | 10, 14, 36, 43 |
| p. 108 Writing Across the Curriculum          | 10, 14, 22     | p. 289 Write an Editorial                  | 10, 14, 43     |
| p. 131 Write a Descriptive Paragraph          | 10, 14, 26     | p. 289 Cross-Curricular Activity           | 10, 14, 17, 43 |
| p. 131 Listening and Speaking                 | 10, 14, 26     | p. 293 Write a Letter                      | 10, 14, 36, 43 |
| p. 131 Cross-Curricular Activity              | 10, 14, 36,    | p. 293 Cross-Curricular Activity           | 10, 14, 43     |
| p. 135 Write about a Painting                 | 10, 14, 26     | p. 297 Write an Evaluation of a Place      | 10, 14, 36, 43 |
| p. 135 Listening and Speaking                 | 10, 14, 26     | p. 297 Cross-Curricular Activity           | 10, 14, 43     |
| p. 139 Write with Energetic Verbs             | 10, 14, 26     | p. 301 Write an Ad                         | 10, 14, 43     |
| p. 143 Write from a Moving Vantage Point      | 10, 14, 26     | p. 301 Cross-Curricular Activity           | 10, 14, 43     |
| p. 143 Cross-Curricular Activity              | 10, 14, 26     | p. 305 Write a Complaint Letter            | 10, 14, 36, 43 |
| p. 147 Write a Response Poem                  | 10, 14, 17, 26 | p. 309 Write a Book Review                 | 10, 14, 36, 43 |
| p. 147 Listening and Speaking                 | 10, 14, 26     | p. 309 Cross-Curricular Activity           | 10, 14, 43     |
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| p. 151 Cross-Curricular Activity              | 10, 14, 26, 36 | p. 319 Writing Across the Curriculum       | 10, 14, 43     |
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| p. 163 Writing Across the Curriculum          | 10, 14, 26     | p. 357 Writing Across the Curriculum       | 10, 14, 43     |
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| p. 173 Cross-Curricular Activity              | 10, 14, 31     | p. 419 Activity                            | 10, 14, 43     |
| p. 179 Write the Solution for a Story Problem | 10, 14, 26, 31 | p. 421 Activity                            | 10, 14, 36, 43 |
| p. 183 Write a Story Opening                  | 10, 14, 31     | p. 427 Activity                            | 10, 14, 36     |
| p. 187 Write a Dialogue                       | 10, 14, 31     | p. 433 Activity                            | 10, 14, 36     |
| p. 187 Listening and Speaking                 | 10, 14, 31     | p. 841 Exercise 2                          | 10, 14, 36     |
| p. 191 Write an Anecdote                      | 10, 14, 31     | p. 886 Exercise 2                          | 10, 14, 36, 43 |
| p. 195 Write a Plot Summary                   | 10, 14, 26, 31 | p. 904 Exercise 4                          | 10, 14, 36     |
| p. 195 Cross-Curricular Activity              | 10, 14, 31     | p. 912 Exercise 1                          | 10, 14, 36     |

## Strategies for Effective Writing Assessment

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

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

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

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

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

# Writing Assessment and Evaluation Rubrics

- **Provide opportunities for feedback.** Whenever possible, give students feedback about their writing to help them understand their strengths and weaknesses and identify what parts or aspects of their writing need to be improved. Providing frequent feedback can also be valuable in helping to identify patterns of growth, providing direction for a student's individual development, and helping students improve their abilities to assess their own work and respond to the writing of others. Feedback may be provided in writing or in conversation during a conference with the student. Different kinds of feedback may also be provided through peer assessment.
- **Encourage self- and peer assessment.** Students can develop a clear sense of their abilities by evaluating their own writing. For example, you might have students evaluate their own works, assign their own scores, and write brief notes explaining why they think their scores are accurate. Then, after you score each paper, you and the student can discuss why your scores might differ. Peer assessment can also be a valuable tool throughout the writing process. Students can discuss their ideas with their partners, and partners can act as the audience during each stage of the writing. Students can also work in groups of three or four to hold writing conferences. Find a way to tune into these conferences without becoming an instant authority in the conversation.
- **Incorporate assessment into the instructional process.** Instead of viewing assessment as a final judgment, work to make assessment, teaching, and learning all part of a continuous cycle. Encourage students to revise, expand, and rewrite at all points in the cycle, 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 the scale of 0–4.
- Rubrics for each writing type can be found on pages 17, 26, 31, 36–38, and 43. Although these rubrics are designed to facilitate analytic scoring, the criteria listed on them can be used in primary trait scoring also. To find the appropriate rubric/s to use for writing each assignment in *Writer's Choice*, Grade 10, 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, and conventions of grammar, usage, and mechanics. Analytic scoring is usually based on a scale of 0–100 with each aspect receiving a portion of the total points. The **General Rubric for Analytic Evaluation** on page 14 can be used to score a piece of writing in this way as can the rubrics for specific writing types on pages 17, 26, 31, 36–38, and 43. Various characteristics are listed under each aspect, forming categories, and each category is assigned a weighted score. Regardless of the number of characteristics in any particular category, the weight of the category stays the same. For example, analytic scoring based on a possible total of 100 points might be weighted in this way:

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

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

## Informal Evaluation

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

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

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# Writing Assessment and Evaluation Rubrics

Name ..... Class ..... Date .....

| <b>2</b>   | <b>1</b>  |  |
|--|---|--|
| <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"> <li>• responds partially to the prompt but is off target in some way</li> <li>• may not show evidence of attentiveness to audience</li> <li>• focus on topic not consistently sustained</li> <li>• some lack of distinction between main ideas and details</li> <li>• order of ideas not effective</li> <li>• may be no opening sentence; no attention to closing</li> <li>• piece seems incomplete</li> </ul> | <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"> <li>• evidence of attempt to respond to prompt</li> <li>• no evidence of attentiveness to audience</li> <li>• focus on topic not sustained</li> <li>• no opening or closing</li> <li>• piece is not complete</li> </ul> | <p>A 0 paper is a paper that is not scorable because</p> <ul style="list-style-type: none"> <li>• it does not respond to the type of writing the prompt is intended to elicit</li> <li>• it cannot be read because it is illegible</li> <li>• it consists of lists, notes, or drawings rather than sentences and paragraphs</li> <li>• the amount of writing is too minimal to be evaluated</li> </ul> |
| <ul style="list-style-type: none"> <li>• uneven development/narrative details sketchy</li> <li>• details may appear to be listed rather than integrated into coherent flow</li> <li>• some details are irrelevant</li> <li>• few or no transitions</li> <li>• most sentences simple; overall style choppy</li> <li>• word choice adequate to convey meaning but few precise or vivid words</li> </ul>  | <ul style="list-style-type: none"> <li>• half or more of main ideas not supported by details</li> <li>• half or more details may be irrelevant</li> <li>• no transitions</li> <li>• sentence style choppy</li> <li>• vocabulary limited</li> </ul>  |  |
| <ul style="list-style-type: none"> <li>• number and type of errors may interfere with meaning at some points</li> <li>• weaknesses in command of Standard English</li> <li>• some spelling, capitalization, or usage errors</li> <li>• some fragments or run-ons</li> <li>• some errors in punctuation</li> </ul>  | <ul style="list-style-type: none"> <li>• number and type of errors obscure meaning</li> <li>• inadequate grasp of Standard English</li> <li>• frequent errors in spelling, capitalization, and usage</li> <li>• many run-ons or fragments</li> <li>• serious and frequent punctuation errors</li> </ul>   |  |

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## Portfolio Management

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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

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**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.

| <b>The portfolio</b>   | <b>Needs Improvement</b> |   |   | <b>Excellent</b> |
|--|--------------------------|---|---|------------------|
| 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

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# Writing Assessment and Evaluation Rubrics

Name ..... Class ..... Date .....

## Peer Response Guide

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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

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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

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

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

Personal Writing

|   |  |
|---|--|
| <p><b>Focus/Organization</b></p> <ul style="list-style-type: none"> <li>• The writing focuses on an experience that led to personal change.</li> <li>• The meaning of the experience for the author is clear.</li> <li>• Events and ideas are clearly presented.</li> <li>• The writing is organized in a way appropriate to the purpose and audience.</li> </ul>   | <p><b>Comments</b></p> <p style="text-align: right;">Score _____ /35</p> |
| <p><b>Elaboration/Support/Style</b></p> <ul style="list-style-type: none"> <li>• Specific details are used to make the experience clear.</li> <li>• Word choice and tone reflect the writer’s personality.</li> <li>• Transition words establish relationships between events and ideas.</li> <li>• Dialogue, humor, suspense, and/or vivid description are used to engage the reader’s attention.</li> </ul> | <p><b>Comments</b></p> <p style="text-align: right;">Score _____ /35</p> |
| <p><b>Grammar, Usage, and Mechanics</b></p> <ul style="list-style-type: none"> <li>• The writing is free of misspellings, and words are capitalized correctly.</li> <li>• Sentences are punctuated correctly, and the piece is free of fragments and run-ons.</li> <li>• Standard English usage is employed.</li> <li>• The paper is neat, legible, and presented in an appropriate format.</li> </ul>        | <p><b>Comments</b></p> <p style="text-align: right;">Score _____ /30</p> |

### Engagement in the Writing Process

The student

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

### Comments

Overall Score \_\_\_\_\_ /100

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Name ..... Class ..... Date .....

## Above-average Writing Model

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

**Assignment:** For a class journal, write a one- to two-page account of an incident or experience that caused you to change.

#### The Fiddler Crab’s Second Chance

One Saturday last summer, my friend Mike came with us to the beach. Mike’s parents don’t like the beach, and he has only been there a few times in his life. I was looking forward to showing him the majesty of the ocean and the beautiful, polished artifacts that the sea creates. When we arrived, Mike and I jumped out of the car and sprinted down the beach.

“Let’s race to the breakwater,” I shouted.

After running for a while, we got tired and started walking. I pointed out different kinds of shells to Mike. However, he was more interested in racing again and in throwing the football back and forth.

The tide was out and the tide pools on the other side of the breakwater were empty of water. I saw a fiddler crab with an egg sack attached to her. She had been left behind when the water retreated. She sat without moving on a rock. I explained to Mike that the crab and her babies probably wouldn’t make it.

“Tough luck,” he said. “Nature’s law of survival.”

Then Mike jumped up and threw the football to me. Even though I caught the football easily, I felt like all the air went out of me. We started running down the beach again, tossing the football back and forth. I couldn’t enjoy myself, though. I kept thinking about that fiddler crab and its babies. Mike was right—there *is* a natural law of survival. But does this prevent humans from helping to preserve life—whatever form that life may take—when we can?

“Wait a minute,” I said, “I have to do something!” I ran back to the tidal pools. The fiddler crab remained clinging to the same rock. I could feel that there was still a little life left in her. I picked her up and ran along the wet, exposed sand out to the gentle breakers. When I was up to my hips in the water, I let the little crab fall from my hand. I knew that she might end up washed back onto the shore, but I also knew I had given her and her babies another chance. This was a decisive moment for me. It made me understand that we all make small choices every day that affect our environment. I realized that I believe humans have a responsibility to use our abilities to give other animals a chance to survive.

*Engages the reader through the use of precise, vivid language*

*Uses dialogue to draw the reader into the story*

*Describes the author’s emotional state during key moments*

*Uses details that help the reader picture the scene*

*Explains how the experience was important to the author*

**Summary:** *This piece is a strong example of personal writing in the narrative form. The concrete details and vivid language bring the incident to life and allow the reader to understand the emotional impact of the writer’s experience.*

*This piece would probably receive a 4 if evaluated by the holistic scoring method. It might receive a 100 if evaluated by the analytic method—35 points for Focus/Organization, 35 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: Personal Writing (Unit 1, pages 28–31)

**Assignment:** For a class journal, write a one- to two-page account of an incident or experience that caused you to change.

#### The Fiddler Crab's Second Chance

On summer weekends my family and I like to go to the beach. The beach is about forty-five minutes away from our town. My mother paints at the beach, and my father reads the newspaper. I love to hunt for rocks and shells.

One day last summer my friend Mike came with us to the beach. When we got to the beach, Mike and I jumped out of the car with anticipation.

After running on the beach for a while, we got tired and started walking. I pointed out different kinds of shells to Mike. He was more interested in racing again and in throwing the football back and forth.

When we got to the tide pools I saw a pregnant fiddler crab sitting on a rock in the middle of stagnant water. The fiddler crab was left behind when the tide went out, leaving her and her babies to die. I explained the situation to Mike.

Mike jumped up and through the football to me and we started running down the beach again, tossing the football back and forth, but I couldn't enjoy myself because I kept thinking about the little crab and her babies. Everything dies sometimes, that's a law of nature. Do nature's laws prevent people from helping to save animals lives?

I ran back to the tidal pools, looking for the crab. I found the crab clinging to the same rock. I could feel there was still a little life left in her and I wanted to save her. I ran quickly out about a hundred yards to the gentle breakers of low tide. I don't know if she was still alive but I hope she was. I remembered my dad showing me the skeleton of a giant horseshoe crab on the beach last year. Did you know the exoskeleton of a horseshoe crab protects it from predators? I threw the fiddler crab back to her home—the vast ocean. I think that I gave her and her babies a second chance and I felt good about doing that. This was an important moment for me. Humans have a responsibility to give other animals a chance to survive.

**Summary:** *This piece fulfills the assignment by describing an incident that led to a change in the author, but the ideas are not fully developed and some of the details are irrelevant. The piece could be improved by using transitions to establish the connection between the events and the author's thoughts and feelings.*

*This piece might receive a 3 if evaluated by the holistic method. It might receive an 85 if evaluated by the analytic method—28 points for Focus/Organization, 30 points for Elaboration/Support/Style, and 27 points for Grammar, Usage, and Mechanics.*

*Opening lacks focus.*

*Lack of transitions makes the flow of ideas hard to follow.*

*Irrelevant details interrupt narrative flow.*

*Meaning of the experience to the author is suggested but could be more fully explored.*

# Writing Assessment and Evaluation Rubrics

Name ..... Class ..... Date .....

## Below-average Writing Model

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

**Assignment:** For a class journal, write a one- to two-page account of an incident or experience that caused you to change.

#### The Little Crab

A moment that changed me happened last summer at the beach. The beach is far away from our town. We have to drive for forty-five minutes to get there. One day my friend Mike came with me and my parents. His mom don't like the sun so he never go to the beach.

I felt bad for the little crab that was just sitting on a rock in the sun and going to die. Because the tide went so far out and the sand had dried up. It was a pregnant crab and couldn't move. Last year I saw all these carcasses of horseshoe crabs buried in the sand. My dad said something had kilt them. He didn't know what. Maybe human activity. I thought about that, always feeling bad. Maybe that's why I try to save the crab. I drop her into the ocean—her home. I hope the sea take her. Somewhere safe, that is.

My friend Mike said that it was nature's law to kill animals sometime. But I believe it is OK to save animals if we can do that. It's human morality.

Is Mike mean or am I stupid?

*Focuses on situation that caused change or growth*

*Includes relevant detail, but also sentence fragments*

*Meaning of the incident to the writer is unclear.*

**Summary:** *This piece responds to the assignment, but it is poorly organized, lacks detail, and contains many sentence fragments and other errors. The piece could be improved by reorganizing the narrative into time order, placing greater emphasis on the lesson the writer learned, and introducing more relevant details.*

*This piece might receive a 2 if evaluated by the holistic method. It might receive a 62 if evaluated by the analytic method—22 points for Focus/Organization, 22 points for Elaboration/Support/Style, and 18 points for Grammar, Usage, and Mechanics.*

# Writing Assessment and Evaluation Rubrics

Name ..... Class ..... Date .....

## Unit 2 Writing Process in Action: The Writing Process (pages 94–97) Analytic Evaluation Rubric

Personal Writing

|  |  |
|--|--|
| <p><b>Focus/Organization</b></p> <ul style="list-style-type: none"> <li>• The piece focuses on an aspect of the writer’s personal history or heritage.</li> <li>• The opening presents the topic in an interesting and engaging way.</li> <li>• Each paragraph relates to the main idea of the piece.</li> <li>• Ideas or events are presented in an effective order.</li> </ul>                       | <p><b>Comments</b></p> <p style="text-align: right;">Score _____ /35</p> |
| <p><b>Elaboration/Support/Style</b></p> <ul style="list-style-type: none"> <li>• Unfamiliar terms are explained and background information is provided to make the topic clear.</li> <li>• Details and vivid language are used to make the topic come alive.</li> <li>• All details clearly relate to the topic.</li> <li>• Effective transitions are used to connect events and ideas.</li> </ul>     | <p><b>Comments</b></p> <p style="text-align: right;">Score _____ /35</p> |
| <p><b>Grammar, Usage, and Mechanics</b></p> <ul style="list-style-type: none"> <li>• The writing is free of misspellings, and words are capitalized correctly.</li> <li>• Sentences are punctuated correctly, and the piece is free of fragments and run-ons.</li> <li>• Standard English usage is employed.</li> <li>• The paper is neat, legible, and presented in an appropriate format.</li> </ul> | <p><b>Comments</b></p> <p style="text-align: right;">Score _____ /30</p> |

### Engagement in the Writing Process

The student

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

### Comments

Overall Score \_\_\_\_\_ /100

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# Writing Assessment and Evaluation Rubrics

Name ..... Class ..... Date .....

## Above-average Writing Model

### Writing Process in Action: The Writing Process (Unit 2, pages 94–97)

**Assignment:** In one or two pages, describe a particular aspect of your personal history or heritage.

#### My Grandmother

My grandmother, Nadine, belongs to a different time and place than I do. She was born on a Texas farm in 1914; my family lives in a city of the twenty-first century. Despite these differences, the stories of her early life on a Texas farm have become part of our family history and are reflected in the way my family lives today.

My grandmother comes from Panhandle, Texas. Her father, my great-grandfather, was a “cattleman.” A cattleman was a common job in the Southwest in the early 1900s. Cattlemen would take out bank loans in the spring to buy a herd of cattle. They would graze them all summer and then “run” their cattle north to Chicago to the cattle auctions. If the price of cattle was good, they would make enough to pay off the bank and to live on the rest of the year. My grandmother says that some years the family made good money. Other years, Nadine would listen to her father pacing the floor all night, mumbling about “the poor house.” I think it is because of this fear of economic insecurity that my grandmother always told my father to have a dependable job. My father inherited this concern over money. He tells me and my brothers that we should never owe more than we can pay.

My grandmother had a typical farm childhood. She was one of six girls born over the course of twenty years. When Nadine was born, her oldest sister was nineteen! Each daughter took care of the next youngest daughter. There were always chores for my grandmother to do. She boiled the wash, helped to make soap from lard and lye, and baked bread. The tradition of large families spread out in age has been passed down to our family. Like my grandmother, I am the youngest. The oldest one of my three brothers is fourteen years older than I am! Also like my grandmother, my brothers took care of me when I was little. However, none of us have as many chores as my grandmother had.

Perhaps the most fascinating story about my grandmother is the story of her leaving the farm. When she was in her early twenties, Nadine decided to move to New York City and become a singer. She ended up singing in a quartet for fifteen years. When I think about my future, with apprehension, I remember this story and the spirit of independence and determination that I’ve inherited. Then I feel hopeful and proud.

I’ve learned a lot about myself and my family from listening to my grandmother’s stories. Even though we live in Baltimore, far from the Texas youth of my grandmother, these stories show me how traditions and beliefs can cross distance and years.

**Summary:** *This well-organized piece treats the assignment in a sophisticated manner by drawing parallels between the writer’s family history and the present.*

*The piece would probably receive a 4 if evaluated by the holistic scoring method. It might receive a 95 if evaluated by the analytic method—35 points for Focus/Organization, 35 points for Elaboration/Support/Style, and 25 points for Grammar, Usage, and Mechanics.*

*Provides clear thesis statement*

*Explains unfamiliar terms and provides enough information to make the material clear*

*Details relate to the focus.*

*Uses sentence variation and carefully chosen vocabulary*

*Conclusion states implications of the thesis.*

# Writing Assessment and Evaluation Rubrics

Name ..... Class ..... Date .....

## Average Writing Model

### Writing Process in Action: The Writing Process (Unit 2, pages 94–97)

**Assignment:** In one or two pages, describe a particular aspect of your personal history or heritage.

#### My Grandmother

My grandmother Nadine was born in 1914 and is almost ninety. The stories of her early life on a Texas farm have become part of our family history and are reflected in the way my family lives today.

*Introduces the topic and defines the focus*

My grandmother was born in Panhandle, Texas. My grandmother's father was a cattleman. If the price of cattle was good, they would make enough to pay off the bank and to live on the rest of the year. Some years, my grandmother told me, the family made good money. Other years they worried about getting sent to "the poor house." My grandmother always tells me that I should get a dependable job. My father always tells us that we should never owe more than we can pay.

*Doesn't explain terms that may be unfamiliar to the audience or elaborate on the facts*

Perhaps my favorite story about my grandmother is the story of her leaving the farm and moving east to become a singer. Nadine majored in music at the University of Kansas. Her parents had moved to Kansas when she twelve or thirteen. She tells me they were happy to leave Texas because the weather was so bad there. After graduating, she decided to move to New York City and become a singer. When she told her father her plans, he said he would disown her if she moved to New York alone. My grandmother went to New York anyway. She ended up singing in a quartet for fifteen years. I feel hopeful and proud when I think about this story.

*Uses transitions to move between paragraphs*

My grandmother had a typical farm childhood. She was one of six girls born over the course of twenty years. Her oldest sister was nineteen when she was born! Each daughter took care of the next youngest daughter. They all took care of Nadine, the baby in the family. There were always chores for my grandmother to do but they had fun, too. She told me how she and her sisters would decorated "May baskets" with colored paper, fill them with candy and deliver them to the boys in the neighborhood that they liked best. I think that this part of her childhood sounds old-fashioned.

*Vivid detail, but doesn't relate to focus*

I've learned a lot about myself and my family from listening to these stories about my grandmother. Even though we live in Baltimore, far from the Texas youth of my grandmother, these stories show me how stories survive generations.

*Sense of completion, but the conclusion isn't supported by the body of the piece*

**Summary:** *This piece presents interesting facts about an aspect of the writer's personal history. However, the lack of a strong organizational principle and the inclusion of irrelevant details weaken the focus. The piece could be improved by presenting the events in the grandmother's life in the order in which they occurred and by organizing each paragraph around a main idea.*

*The piece might receive a 3 if evaluated by the holistic scoring method. It might receive an 88 if evaluated by the analytic method—30 points for Focus/Organization, 30 points for Elaboration/Support/Style, and 28 points for Grammar, Usage, and Mechanics.*

## Below-average Writing Model

### Writing Process in Action: The Writing Process (Unit 2, pages 94–97)

**Assignment:** In one or two pages, describe a particular aspect of your personal history or heritage.

#### My Grandmother

My grandmother tells me stories about growing up on a farm in Texas. These stories show me how much the world has changed since she was a kid.

My grandmother had six sisters. Her oldest sister was nineteen when she was born. She tells me about how she had to get up at six in the morning every day to do chores. Had to help her mother bake bread, make soap and boil wash inside a pot on the stove. Today we have washing machines and we can buy anything we want in the supermarket, including soap and bread.

My grandmother became a singer even though her father didn't want her to. She moved to New York City and got a job as a singer. She showed her father alright. Her father was a cattle rancher. She showed me a picture of him, but he was already old. He was wearing a cowboy hat. Some day Im gonna move to Texas and become a cattle rancher. Cattle rancher's sold cows at cattle auctions in places like Chicago back then. I think this is where my great grandfather went to sell his cattle. My grandmother said sometimes they had a lot of money but sometimes they almost had to go to the poor house, or at least that's what he thought might happen. When this was the case, he would get mad at anyone, yell a lot and not be able to sleep.

My grandmother is almost 90 but she can still drive. She teaches me that its okay to be who you are in life. If somebody don't like it, then its their problem. But she does say never owe more than you can pay.

**Summary:** *This piece starts out well but loses focus. Except for the second paragraph, the essay doesn't address the main idea—the way in which the grandmother's stories reveal how the world has changed. Grammatical mistakes, imprecise vocabulary, and choppy sentences interfere with the writing. The piece could be improved by the inclusion of more details that support the main idea and by the revision of the conclusion so that it reflects on the main idea.*

*The piece might receive a 2 if evaluated by the holistic scoring method. It might receive a 64 if evaluated by the analytic method—22 points for Focus/Organization, 22 points for Elaboration/Support/Style and 20 points for Grammar, Usage, and Mechanics.*

*Introduces the topic*

*Includes details that are relevant to the focus, but contains a sentence fragment*

*Grammatical mistakes, digressions, and unclear pronoun antecedents interfere with the meaning.*

*Ideas are not presented in an effective order; conclusion seems unrelated to the rest of the essay.*

# Writing Assessment and Evaluation Rubrics

Name ..... Class ..... Date .....

## Descriptive Writing Analytic Evaluation Rubric

Descriptive Writing

|  |  |
|--|--|
| <p><b>Focus/Organization</b></p> <ul style="list-style-type: none"> <li>• The description fulfills its purpose by presenting a clear and complete picture.</li> <li>• The description is appropriate for its intended audience.</li> <li>• The details are presented in a recognizable and appropriate order.</li> </ul>   | <p><b>Comments</b></p> <p style="text-align: right;">Score _____ /35</p> |
| <p><b>Elaboration/Support/Style</b></p> <ul style="list-style-type: none"> <li>• Sensory details and exact words are used.</li> <li>• The details are sufficient and appropriate.</li> <li>• Transition words are used effectively.</li> </ul>   | <p><b>Comments</b></p> <p style="text-align: right;">Score _____ /35</p> |
| <p><b>Grammar, Usage, and Mechanics</b></p> <ul style="list-style-type: none"> <li>• The writing is free of misspellings, words are capitalized correctly.</li> <li>• Sentences are punctuated correctly, and the piece is free of fragments and run-ons.</li> <li>• Standard English usage is employed.</li> <li>• The paper is neat, legible, and presented in an appropriate format.</li> </ul> | <p><b>Comments</b></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 3 Writing Process in Action: Descriptive Writing (pages 152–155) Analytic Evaluation Rubric

|  |  |
|--|--|
| <p><b>Focus/Organization</b></p> <ul style="list-style-type: none"> <li>• The writing focuses on a clear description of the author’s school.</li> <li>• The piece is written from a student’s point of view and from a consistent and appropriate vantage point.</li> <li>• The description begins with an attention-grabbing lead.</li> <li>• The details are organized according to spatial order or order of importance.</li> </ul> | <p><b>Comments</b></p> <p style="text-align: right;">Score _____ /35</p> |
| <p><b>Elaboration/Support/Style</b></p> <ul style="list-style-type: none"> <li>• Vivid language and varied sensory details create clear images.</li> <li>• Precise, energetic verbs make the writing lively.</li> <li>• Effective transitions connect ideas.</li> </ul>  | <p><b>Comments</b></p> <p style="text-align: right;">Score _____ /35</p> |
| <p><b>Grammar, Usage, and Mechanics</b></p> <ul style="list-style-type: none"> <li>• The writing is free of misspellings, and words are capitalized correctly.</li> <li>• Sentences are punctuated correctly, and the piece is free of fragments and run-ons.</li> <li>• Standard English usage is employed.</li> <li>• The paper is neat, legible, and presented in an appropriate format.</li> </ul>                                 | <p><b>Comments</b></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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# 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 “techie,” 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 Rodriguez, 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.*

# Writing Assessment and Evaluation Rubrics

Name ..... Class ..... Date .....

## 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 City School

Cities are culturally diverse and so is our school. My class is about one-third Hispanic, one-third Chinese, and the rest white and African American. The school is located right near a neighborhood called the Mission, which has great *tacquerias* on every other street corner. Many immigrants from Mexico and Central America live in the Mission. My parents, for example, are from El Salvador. Sometimes, you can hear Spanish almost as much as English at our school. To honor this diversity, students made a bright, colorful mural last spring on a school wall. It represented our cultural and historical heroes.

Instead of concentrating on sports, our school has a great art program. Future football players go to another nearby public school. Our soccer team is pretty good. We have a basketball team, but it is not very good or popular. Once I attended a game against another school, and I was one of five or six people from my school there.

The art department takes up the whole fourth floor of the building. Some of the studios there are light and airy, with big windows that overlook the nearby park. The largest studio is the painting studio and it has about thirty easels scattered around the room, with half-finished paintings propped on them, drying. The slight smell of turpentine lingers in the air. It has become comforting to me. On the other side of the stairs from the painting studio, is a dance studio and photo-developing room. Sometimes you'll see students from our school going around the neighborhood with cameras, working on their assignments.

Our school is all about diversity and creativity, just like the city that we live in.

**Summary:** *This description contains some useful information about the writer's school, but that information isn't organized effectively. The piece could have been improved by using a moving vantage point and by consistently providing more specific details. The writing style could be improved by replacing some of the passive and general verbs with more energetic verbs.*

*This piece might receive a 3 if evaluated by the holistic scoring method. It might receive an 80 if evaluated by the analytic scoring method—25 for Focus/Organization, 30 for Elaboration/Support/Style, and 25 for Grammar, Usage, and Mechanics.*

*Lead includes some factual details but lacks energetic verbs.*

*Good topic sentence, but paragraph focuses on irrelevant details.*

*Provides interesting details and uses vivid, sensory language*

*Ending states thesis but could use more development.*

# Writing Assessment and Evaluation Rubrics

Name ..... Class ..... Date .....

## Below-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.

#### Our School

Our school is located in the middle of San Francisco. When you get off the bus at the corner you'll see an impressive building. White stone that gets real hot in the sun. The steps are sometimes too hot to sit on.

A lot of kids gets to school early to hang out. Sometimes I bring my skateboard and practice skateboarding with my friends in the park across the street. The rule is no skateboards in school, so I put my skateboard in my locker. Once a kid got in trouble for skateboarding down the hallway and knocking a teacher over. He got suspended. Some other guys practis hoops in the court at the park. Some girls stand in a group. Dogs bark in the park and trees are in front of the school.

Thats my school on a nice day but when it rains in the winter there's no where to hang out and everything gets messy and wet. The school has four stories. Inside you can find a big auditorium, the principals office, and lots of classrooms. On the top floor you can find a big art studio and a dark room that develops photos. If you take a photo class, you can borrow the camera from the school and walk around taking pictures of whatever you want. Thats one cool thing about my school.

**Summary:** *This piece manages to convey some sense of the writer's point of view, but the description lacks an effective vantage point and organizational strategy. In addition, the writing includes several irrelevant details and contains spelling and grammatical errors throughout. The piece could be improved if the vantage point that is implied in the first paragraph—that of someone arriving at the school and approaching it—were maintained.*

*This piece might receive a 1 if evaluated by the holistic scoring method. It might receive a 64 if scored by the analytic method—23 for Focus/Organization, 23 for Elaboration/Support/Style, and 18 for Grammar, Usage, and Mechanics.*

*Opening introduces vantage point but has spelling and grammatical errors.*

*Loses vantage point; ideas lack transitions*

*Contains vague, unrelated details that hinder clarity*



# Writing Assessment and Evaluation Rubrics

Name ..... Class ..... Date .....

## Unit 4 Writing Process in Action: Narrative Writing (pages 200–203)

Narrative Writing

|   |  |
|---|--|
| <p><b>Focus/Organization</b></p> <ul style="list-style-type: none"> <li>• The story is appropriate for a student magazine that publishes serialized fiction.</li> <li>• Events are arranged in an order that is easy to follow.</li> <li>• A clear and consistent point of view is used.</li> <li>• The story focuses on an interesting complication.</li> <li>• The story has a beginning that grabs readers and an ending that leaves them eager to find out more.</li> </ul> | <p><b>Comments</b></p> <p style="text-align: right;">Score _____ /35</p> |
| <p><b>Elaboration/Support/Style</b></p> <ul style="list-style-type: none"> <li>• Sufficient and appropriate detail is used to establish character, setting, and conflict.</li> <li>• The story introduces the character, the setting, and a complication that will be developed in future installments.</li> <li>• The dialogue sounds realistic and helps to advance the plot.</li> </ul>  | <p><b>Comments</b></p> <p style="text-align: right;">Score _____ /35</p> |
| <p><b>Grammar, Usage, and Mechanics</b></p> <ul style="list-style-type: none"> <li>• The writing is free of misspellings, and words are capitalized correctly.</li> <li>• Sentences are punctuated correctly, and the piece is free of fragments and run-ons.</li> <li>• Standard English usage is employed.</li> <li>• The paper is neat, legible, and presented in an appropriate format.</li> </ul>  | <p><b>Comments</b></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 .....

## Above-average Writing Model

### Writing Process in Action: Narrative Writing (Unit 4, pages 200–203)

**Assignment:** Write a one- to two-page narrative that could serve as an introduction to a longer work of fiction.

#### Mr. Patterson’s Party

Every summer I spend a week with my great-aunt Marilou at her house on the beach. However, last summer, I arrived at the train station to discover Marilou was not herself. Her curly red hair stuck out messily. She usually wore sundresses in the summer, but now she stood before me in sweatpants. She began complaining as soon as we climbed into her car.

“Parties, parties, parties,” she said. “Every night! The noise is drowning out the waves!”

When we got to her house, Marilou walked distractedly into the kitchen. She took out three tea bags and put them in the same cup. I set down my suitcase. The living room looked the same. Watercolor paintings cluttered the walls. The same hand-knitted afghans were folded and piled on the backs of the furniture as usual. But what had happened to my good-humored, peaceful aunt?

Then Marilou told me about the man who had moved into a new house down the beach from hers. His name was Mr. Patterson. She pulled me to the window and pointed across her sandy backyard to the largest, strangest house I’d ever seen. Painted purple and shaped like a miniature castle, the house reminded me of something from an old fairy tale. But this was real!

“His house is like a hotel. Guests are always coming and going, making a ruckus.”

“Have you talked to Mr. Patterson about this?” I asked.

“Hmmp!” Marilou said. “I wouldn’t talk to the likes of him.”

As we ate dinner that night, the sounds of an orchestra floated across the dunes. At first the music sounded pleasant, but by the time Marilou brought out the ice cream, the sounds of people at a party had grown louder than the nearby waves.

After dinner, I walked to the ocean to think about what I could do. Should I go talk to Mr. Patterson? Could I tell him the effect his parties were having on my aunt?

As I stood on the beach, gazing at the waves and moon, I saw a woman walking toward me from the direction of Marilou’s house. She wore a black sequined evening dress, and her red hair fell over her shoulders. She walked without turning her head, as if she were sleepwalking. When the woman reached me, I saw that it was Marilou! Only minutes before, she had been inside the house, sipping tea and wearing her sweatpants! I called out her name but, as if following another call, Marilou walked right past me and toward Mr. Patterson’s party.

*Vivid details bring the main character to life.*

*Dialogue sounds realistic and advances the plot.*

*Uses a consistent point of view*

*Introduces a complication that will be resolved in future installments*

*Ending leaves the reader wanting more.*

**Summary:** *This narrative focuses on an interesting complication and arranges events in a clear order. Well-chosen details and realistic dialogue quickly establish a vivid setting and engaging characters.*

*This piece would probably receive a 4 if evaluated by the holistic scoring method. It might receive a 100 if evaluated by the analytic method—35 points for Focus/Organization, 35 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 200–203)

**Assignment:** Write a one- to two-page narrative that could serve as an introduction to a longer work of fiction.

#### Marilou and the Parties

Last summer was when my great-aunt Marilou told me about Mr. Patterson. He moved into the new house by hers. His house had been built from scratch. I had never seen it before. It was all purple and looked like a miniature castle. Marilou said Mr. Patterson was very rich.

I usually visit Marilou during the summer. I take the train from our town to the town near her house. It takes about an hour and a half. We spend the week swimming, reading, and painting watercolors.

Last summer, Marilou was very angry, though. I could tell because her red hair was messy. She kept complaining about loud parties, too. This was not how she usually acted. She made some tea for us and we talked for a while.

“What do you want for dinner?” she asked.

“I don’t know,” I said.

“How about spaghetti?”

“Okay,” I said.

After dinner, we had ice cream. We heard music coming from Mr. Patterson’s house. At first it sounded good, but then it started sounding like a loud party with too many people.

My aunt got more upset. She decided to read her book and stay inside. So I decided to take a walk to the beach. The moon was full that night. I felt like something strange was going to happen any minute, but I didn’t know what it could be.

**Summary:** *This narrative introduces a potential conflict—Marilou’s frustration with her new neighbor—and the ending leaves readers aware that something might happen next, yet the narrative doesn’t maintain sufficient focus to make the story complication clear. The narrative could be improved by adding vivid details and relevant dialogue to develop the characters and plot.*

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

*Order of events is difficult to follow.*

*Description of main character and potential conflict lacks sufficient detail.*

*Dialogue sounds realistic but doesn’t advance plot.*

*Ending is suspenseful, but the story complication is too vague.*

# Writing Assessment and Evaluation Rubrics

Name ..... Class ..... Date .....

## Below-average Writing Model

### Writing Process in Action: Narrative Writing (Unit 4, pages 200–203)

**Assignment:** Write a one- to two-page narrative that could serve as an introduction to a longer work of fiction.

Marilou is a woman who lives alone near the beach in an old house. She has red hair and loves to paint. She used to be a very nice, relaxed lady. Now she's not.

*Introduces a potential conflict, but description lacks sufficient detail*

Last summer she couldn't hear the ocean waves no more because there was a new neighbor by her who had parties every night. The music from the parties were so loud it was louder than the waves! The man throwing these parties every night lived in a huge purple house that he built on the beach. It looked like a mansion. He was named Mr. Patterson and he was very rich. All kinds of people came to his house. It seemed like a hotel or something, but it was not.

*Contains significant grammatical errors*

I had just got to my aunts house and she told me all about this. I had never seen or heard anything like this. Her house was normaly very quiet. She was so mad about all the noise. It was driving her crazy! I looked out the window at his house and started to feel wierd. I wondered if he was crazy. Or was my aunt crazy now?

*Changes to the first person point of view*

We ate dinner. The music got louder and louder all night. After dinner, I got up and started walking down the beach toward the music. There was a full moon outside.

*Story complication is unclear.*

**Summary:** *This narrative uses an inconsistent point of view and seems to end in the middle of a paragraph. While the piece includes a few vivid character and setting details, it lacks dialogue and a title and includes many grammatical errors. The narrative could be improved by using a clear and consistent point of view from the beginning and by adding relevant dialogue and specific details to better develop the story complication, characters, and setting.*

*This piece would probably receive a 1 if evaluated by the holistic scoring method. It might receive a 65 if evaluated by the analytic method—25 points for Focus/Organization, 20 points for Elaboration/Support/Style, and 20 points for Grammar, Usage, and Mechanics.*

# Writing Assessment and Evaluation Rubrics

Name ..... Class ..... Date .....

## Expository Writing: Explaining and Informing Analytic Evaluation Rubric

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

## Expository Writing: Comparison and Contrast Analytic Evaluation Rubric

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

**Expository Writing**

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

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# Writing Assessment and Evaluation Rubrics

Name ..... Class ..... Date .....

## Unit 5 Writing Process in Action: Expository Writing (pages 262–265)

|  |  |
|--|--|
| <p><b>Focus/Organization</b></p> <ul style="list-style-type: none"> <li>• The essay explains how to do an everyday process.</li> <li>• The ideas are appropriate for a book that is entitled <i>How to Do Just About Anything</i> and that has a general readership.</li> <li>• The explanation of the process is clear, and the steps are arranged in chronological order.</li> </ul>                                 | <p><b>Comments</b></p> <p style="text-align: right;">Score _____ /35</p> |
| <p><b>Elaboration/Support/Style</b></p> <ul style="list-style-type: none"> <li>• Sufficient details grab and maintain the readers’ interest and fully explain each step of the process.</li> <li>• Unfamiliar terms and concepts are clearly defined.</li> <li>• Effective transitions are used, and any comparisons are made clear.</li> <li>• The writing style is light and engaging and flows smoothly.</li> </ul> | <p><b>Comments</b></p> <p style="text-align: right;">Score _____ /35</p> |
| <p><b>Grammar, Usage, and Mechanics</b></p> <ul style="list-style-type: none"> <li>• The writing is free of misspellings, and words are capitalized correctly.</li> <li>• Sentences are punctuated correctly, and the piece is free of fragments and run-ons.</li> <li>• Standard English usage is employed.</li> <li>• The paper is neat, legible, and presented in an appropriate format.</li> </ul>                 | <p><b>Comments</b></p> <p style="text-align: right;">Score _____ /30</p> |

**Engagement in the Writing Process**

The student

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

**Comments**

Overall Score \_\_\_\_\_ /100

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Expository Writing

# Writing Assessment and Evaluation Rubrics

Name ..... Class ..... Date .....

## Above-average Writing Model

### Writing Process in Action: Expository Writing (Unit 5, pages 262–265)

**Assignment:** Write a one- to two-page practical or whimsical explanation of a familiar process.

#### How to Successfully Shop for Shoes

You might think all you need to do to buy a great pair of shoes is stop by the nearest shoe store. But, successful shoe shopping requires careful preparation.

First, you'll need to make sure you have a pair of athletic socks and a pair of lightweight socks or stockings to bring with you. Also, remember to coordinate your shopping outfit with your shopping mission. For example, if you're a female looking for everyday athletic shoes, don't wear a skirt. However if you need high heels or fancy loafers, wear a skirt or dressy pants so you'll have a good idea of how the shoes might look later.

Your next step is to simply window-shop. This is an essential part of the process. It will help you determine which shoe styles you like and which stores might carry them. For example, if you need formal shoes for the Homecoming Dance, then you might as well pass up any stores that specialize in hiking boots or athletic shoes.

Now, you're ready for the hardest step: returning to the most expensive shoe store you found, the one that made you gasp when you saw its prices in the window. When you walk in, an intimidating salesperson may ask if you need help. Always reply "No thanks, just looking." But if you find the shoes you want, take your time. Turn them over. Study the soles. Are they made of quality leather or wood? If so, try them on. How do they feel? Do they seem worth their price, or not?

Here's the most important part: You must leave without buying the shoes. That's right. Chances are that expensive store marks its prices up quite a bit. You may be paying for its fancy bags, the nice lighting, and even the store's attitude. You're buying shoes, not lighting, so now is the time to head for the stores you can afford. Then, ask if they carry the style that you were drooling over at Chez Shoes. The same shoes can vary widely in price, depending on the store. You may get lucky.

If this isn't your lucky day, you may have to settle for another pair. However, that doesn't mean a lesser pair. Now that you have your ideal shoe in mind, you can look for brands or manufacturers that carry a similar style. Eventually you will be ready to decide on a purchase, perhaps by choosing between several pairs. The key now is to decide how each one fits the following criteria, listed in order of importance, of course: 1) style, 2) quality, 3) price . . . or, wait a minute . . . is it the other way around? To be honest, by this point, it doesn't make any difference. You're already an informed shoe-shopper.

**Summary:** *This how-to essay offers useful advice on shoe shopping for a general readership. The essay describes the shopping process in clear, detailed steps and adopts casual vocabulary to make the tone light and engaging. The writing is easy to follow and consistently uses the second person to show an awareness of the audience.*

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

*Focuses on explaining a process, how to shop for shoes*

*Organizes information in chronological order*

*Presents specific examples and steps*

*Lively details and tone maintain readers' interest.*

*Ending includes effective transitions and completes the overall explanation.*

# Writing Assessment and Evaluation Rubrics

Name ..... Class ..... Date .....

## Average Writing Model

### Writing Process in Action: Expository Writing (Unit 5, pages 262–265)

**Assignment:** Write a one- to two-page practical or whimsical explanation of a familiar process.

#### How to Buy Shoes

Do you have trouble shoe shopping? I am an experienced shoe shopper and I am here to offer you some tips on how to do it successfully.

It is best to go to the expensive stores first. When you walk in, a salesperson will probably approach you and ask if you need any help. Always say, “No thanks, just looking.” If you find the shoes you want, check them out. Are they leather? Wood? Plastic? Do they seem worth the money? Or not?

You must prepare carefully for a day of shoe shopping. Get plenty of sleep the night before. Bring both thick and thin socks with you for trying on. If you are shopping for sneakers, don’t wear a skirt. If you need fancy shoes, make sure you wear or bring a skirt or dress to try them on with. The most important thing is to bring along a friend whose advice you trust.

Where I live, the shoe stores are all on one long block. There are lots of places to eat around there too. When I take a break from shopping, I like to get a slice of pizza and a soda at this totally cool place with all these weird video games. You should always go window shopping first, so you’ll have a sense of which stores are for you. If you’re looking for shoes for someone’s party, you probably won’t need to go in the store that carries only sneakers.

So, anyway, chances are that the expensive store is too expensive. However, you may be able to find the very same shoes you liked at that store at another cheaper one.

If it isn’t your lucky day, you will have to settle for another pair, which doesn’t mean a lesser pair. Like with any important decisions in life, your own taste should be the deciding factor!

**Summary:** *This essay explains a process and, for the most part, adopts a light and engaging tone. However, the steps are not related in chronological order, and some steps are not described in enough detail. Also, the fourth paragraph includes several irrelevant details. The essay would be improved if the process were presented in chronological order and if clearer transitions were used to establish that order.*

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

*Focuses on explaining a process, but writing style is choppy*

*Lack of chronological order makes explanation confusing.*

*Irrelevant details cause confusion.*

*Needs clearer transitions*

*Ending statements require more explanation.*

Name ..... Class ..... Date .....

## Below-average Writing Model

### Writing Process in Action: Expository Writing (Unit 5, pages 262–265)

**Assignment:** Write a one- to two-page practical or whimsical explanation of a familiar process.

#### How to Shop

One process I'm familiar with is shopping. Every one says I know how to find the best things at the best price.

First, make sure you wear the right clothes for what you want to buy. For example, if you want to buy sneakers, you dont were a dress. Then you dont know how the sneakers will look when you wear them with pants. So its a good idea to wear jeans if you are shopping for sneakers or causal shoes.

Next, you should window shop first. Window shoping will give you an idea of what kind of merchandice is out there. Never buy anything right away. Always compare.

Also, you should check out what it is made of. Is it lether? Wood? What about plastic? Cotton? You can tell a lot by looking at the seems of clothing. Are the stitches close together or far apart?

Another tip is to look for a problem, like a little tear, in the fabric. Then you can ask the sales lady to reduce the price.

Don't forget to talk about everything with your friend you brung along. Him or her opinion is important too.

**Summary:** *This essay presents a process and breaks it into steps, but the topic—how to shop—is too broad, and the ideas throughout the piece lack sufficient detail. The essay also includes significant spelling and grammatical errors, which detract from the explanation. The piece could be improved by narrowing the essay's focus and by explaining more specifically each step in the process. Also, the writing could be improved by revising it to include more lively language and by eliminating spelling and grammatical errors.*

*This piece would probably receive a 1 if evaluated by the holistic scoring method. It might receive a 63 if evaluated by the analytic method—25 points for Focus/Organization, 20 points for Elaboration/Support/Style, and 18 points for Grammar, Usage, and Mechanics.*

*Focuses on explaining a process but is not engaging*

*Explains steps chronologically, but spelling and grammatical errors interfere with meaning throughout*

*Ending contains insufficient details and explanations.*



# Writing Assessment and Evaluation Rubrics

Name ..... Class ..... Date .....

## Unit 6 Writing Process in Action: Persuasive Writing (pages 310–313)

|  |  |
|--|--|
| <p><b>Focus/Organization</b></p> <ul style="list-style-type: none"> <li>• The letter proposes a rule change in a sport or game that the author knows well.</li> <li>• The introduction creates interest in the topic and includes a clear and precise thesis statement.</li> <li>• The letter presents a strong argument that influences or convinces.</li> <li>• The letter effectively addresses opposing viewpoints.</li> <li>• The writing concludes with a convincing call to action that relates to the evidence presented.</li> </ul> | <p><b>Comments</b></p> <p style="text-align: right;">Score _____ /35</p> |
| <p><b>Elaboration/Support/Style</b></p> <ul style="list-style-type: none"> <li>• The thesis statement and argument are adequately supported with convincing evidence.</li> <li>• Credible and relevant facts and opinions, including the opinions of experts, are cited as evidence.</li> <li>• Specific, persuasive words enhance the argument.</li> <li>• The tone used is appropriate for the points being made.</li> </ul>   | <p><b>Comments</b></p> <p style="text-align: right;">Score _____ /35</p> |
| <p><b>Grammar, Usage, and Mechanics</b></p> <ul style="list-style-type: none"> <li>• The writing is free of misspellings, and words are capitalized correctly.</li> <li>• Sentences are punctuated correctly, and the piece is free of fragments and run-ons.</li> <li>• Standard English usage is employed.</li> <li>• The paper is neat, legible, and presented in the form of a business letter.</li> </ul>   | <p><b>Comments</b></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 .....

## Above-average Writing Model

### Writing Process in Action: Persuasive Writing (Unit 6, pages 310–313)

**Assignment:** Write a one- to two-page persuasive letter proposing a rule change for a sport or game you enjoy watching.

Dear Commissioner of Baseball:

It is time to abolish the designated hitter rule that has haunted baseball for more than twenty-five years. As we all know, the rule, which allows managers to substitute strong batters for the team's weaker hitting pitchers in the batting lineup, was established in 1973 to create more excitement for fans. However, instead, the designated hitter rule has alienated many loyal baseball fans and cheapened the game.

*Includes a clear thesis statement and persuasive word choices*

Baseball fans throughout the ages have enjoyed watching the tough challenges a ball club manager faces during a game. Perhaps the most important decision a baseball manager makes is when to take out a pitcher and when to leave him in the game. This is where baseball's real drama lies, not in the grand slams and home runs you see on TV the next day. For example, let's say you have a close game in the sixth inning, with your team at bat. Your team is behind by only two runs. Three runners are on base, but the pitcher, who is a weak hitter, is next at bat. Do you sacrifice the pitcher and put in a pinch hitter? This is the kind of decision a manager must make without the DH rule. But, with the rule, the decision is made for him, eliminating one of the most exciting moments in the game. Bob Costas, a respected American sportscaster, wrote in *The Sporting News*, "The strategy brought into the game by making the pitcher hit adds a texture and complexity worth preserving. Baseball is simply a better game without the DH."

*Provides a specific example as evidence*

Supporters of the rule say that it balances the game's offensive and defensive aspects. These people point to the fact that an entire league batted .239 in the 1972 season, the year before the DH was instituted. It is true that the DH rule was established as a response to an actual imbalance in the game. However, now, a generation later, baseball scores are as inflated as a hot air balloon.

*Cites a relevant opinion from an expert*

The Commissioner has an obligation to protect baseball's reputation as "the thinking man's game" and to ensure its continuing success with fans. Doing away with the designated hitter will not decrease fans' love of the game. On the contrary, speaking as a loyal baseball fan, I believe it will restore our faith in this beloved American sport.

*Uses fact and opinion to address opposing viewpoints*

Sincerely,

Joshua Wilson

*Conclusion restates the thesis and call to action.*

**Summary:** *This assignment makes an exceptionally strong argument.*

*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.*

# Writing Assessment and Evaluation Rubrics

Name ..... Class ..... Date .....

## Average Writing Model

### Writing Process in Action: Persuasive Writing (Unit 6, pages 310–313)

**Assignment:** Write a one- to two-page persuasive letter proposing a rule change for a sport or game you enjoy watching.

Dear Baseball Commissioner:

I think we need to get rid of the Designated Hitter rule. This rule offends most loyal baseball fans. It goes against the tradition of the game. It's up to you to restore the tradition and get rid of this rule.

I have always heard baseball called the thinking man's game. In fact, this is what its popularity has been built on. Baseball fans like to anticipate the decisions ball club managers makes. The game is all about strategy. The designated hitter rule does away with an important aspect of the game's strategy. This is the decision about when to keep a pitcher in the game and when to take him out. Say it's the sixth inning of the game and it is a close game and your team is behind by only a couple of runs and there are a couple of runners on base and the pitcher is a weak hitter. Do you sacrifice the pitcher and put in a pinch hitter? This is the kind of decision a manager must make without the DH rule. With the designated hitter rule, this decision is made for him because each pitcher has the designated hitter to hit for him. I read an article where Bob Costas said that the DH rule is not worth perserving.

Supporters of the DH say it keeps the balance between offense and defense in the game. I think that this used to be true but now baseball scores are too high. Therefore, the DH rule no longer has a purpose.

The Commissioner should protect the tradition of baseball and make sure that baseball fans are happy. Doing away with the DH will accomplish both of these things.

Sincerely,

Joshua Wilson

**Summary:** *This letter includes a clear thesis statement, a call to action, and the writer's own opinions. However, the arguments lack adequate supporting evidence, and the language in the opening paragraph is concise but not compelling. The letter could be improved by offering credible support—for instance, by citing a specific quote from Bob Costas—to develop its argument and by using more compelling, persuasive language.*

*This piece would probably receive a 3 if evaluated by the holistic scoring method. It might receive an 87 if evaluated by the analytic scoring method—33 points for Focus/Organization, 29 points for Elaboration/Support/Style, and 25 points for Grammar, Usage, and Mechanics.*

*States thesis and call to action, but the writing is somewhat vague and choppy*

*Presents own opinion and example, but lacks sufficient support and transitions*

*Addresses opposing viewpoints, but opinion used as evidence is vague and weak*

*Conclusion summarizes argument.*

# Writing Assessment and Evaluation Rubrics

Name ..... Class ..... Date .....

## Below-average Writing Model

### Writing Process in Action: Persuasive Writing (Unit 6, pages 310–313)

**Assignment:** Write a one- to two-page persuasive letter proposing a rule change for a sport or game you enjoy watching.

Dear baseball commissioner:

I enjoy watching baseball the most of any sports. One rule that isn't fair in baseball is about the designated hitters.

Baseball is all about strategy. That's why people love it and the game is so popular. My Dad says the designated hitter rule takes away from the excitement of the game. My Dad is good at baseball so I trust him. There is no decision about when to keep a pitcher in the game and when to take him out. Say it's the sixth inning of the game and it is a close game and your team is behind by only a couple of runs and there are a couple of runners on base and the pitcher is a weak hitter. Then what do you do? This is the kind of decision a manager has to make. Plus then the fans get to come up with their own ideas about what to do and that is exciting, too. With the designated hitter rule, you don't get to make this decision. The manager just puts in the replacement and it's no big deal.

I have a lot of friends who are baseball fans. You can ask any of them and they will tell you it's more exciting without this dumb rule. Just last week, I went to a baseball game, the Oakland A's, and it was fun. We had hotdogs and the A's won. But I think they would have won by more runs and that would have been better if the DH couldn't bat for the pitcher on the other team.

Sincerely,

Joshua Wilson

*States thesis, but does not include a call to action*

*Opinions cited are not clearly relevant or credible.*

*Includes example, but grammatical errors confuse meaning*

*Lacks conclusion; presents irrelevant, vague statements*

**Summary:** *This letter is not addressed properly for a business letter, only hints at a thesis statement and call to action, lacks a clearly developed argument, and does not address opposing arguments. Also, the evidence presented tends to be irrelevant and contains grammatical errors that obscure its meaning. The writing could be improved by revising it to include a clear thesis statement and a call to action in the opening and conclusion and by presenting specific, relevant evidence throughout the body of the letter.*

*This piece would probably receive a 1 if evaluated by the holistic scoring method. It might receive a 69 if evaluated by the analytic scoring method—28 points for Focus/Organization, 23 points for Elaboration/Support/Style, and 18 points for Grammar, Usage, and Mechanics.*

