

Writer's Choice
Grammar and Composition

Writing Assessment and Evaluation Rubrics

Grade 7



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

Glencoe/McGraw-Hill



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How to Use This Assessment Guide

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

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

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

Writing Assessment and Evaluation Rubrics

Guide to Writing Assignments and Corresponding Rubrics

<i>Writer's Choice Assignments</i>	Rubrics	<i>Writer's Choice Assignments</i>	Rubrics
p. 11 Write a Letter	10, 14, 17	p. 183 Write a Response	10, 14
p. 15 Viewing and Representing	10, 14, 32	p. 183 Cross-Curricular Activity	10, 14, 37
p. 15 Write a Learning Log	10, 14, 16	p. 184 Unit 4 Writing Process in Action	10, 14, 31, 32
p. 19 Write an Invitation	10, 14, 17	p. 193 Writing Across the Curriculum: Geography	10, 14, 26, 31
p. 23 Write About an Experience	10, 14, 17	p. 193 Writing Across the Curriculum: Science	10, 14, 17, 31
p. 23 Viewing and Representing	10, 14, 17	p. 203 Write Procedures	10, 14, 36
p. 23 Cross-Curricular Activity	10, 14, 26, 17	p. 203 Cross-Curricular Activity	10, 14, 36
p. 27 Write a Letter	10, 14, 17	p. 207 Write an Explanation	10, 14, 36
p. 28 Unit 1 Writing Process in Action	10, 14, 17, 18	p. 211 Write a Comparison-Contrast Letter	10, 14, 37
p. 39 Writing Across the Curriculum	10, 14, 17	p. 211 Cross-Curricular Activity	10, 14, 37
p. 49 Write a Paragraph	10, 14, 26	p. 215 Write an Explanation	10, 14, 36
p. 49 Listening and Speaking	10, 14, 26	p. 219 Write a Cause-and-Effect Letter	10, 14, 36, 43
p. 49 Cross-Curricular Activity	10, 14, 38	p. 219 Cross-Curricular Activity	10, 14, 36
p. 57 Listening and Speaking	10, 14, 43	p. 235 Outline and Draft a Report	10, 14, 36
p. 61 Cross-Curricular Activity	10, 14, 38	p. 243 Write a Comparison-and-Contrast	10, 14, 37
p. 65 Cross-Curricular Activity	10, 14	p. 243 Cross-Curricular Activity	10, 14, 37
p. 69 Cross-Curricular Activity	10, 14, 26	p. 244 Unit 5 Writing Process in Action	10, 14, 36, 39
p. 81 Listening and Speaking	10, 14, 38	p. 269 Write a Paragraph	10, 14, 36, 43
p. 81 Cross-Curricular Activity	10, 14, 26	p. 269 Cross-Curricular Activity	10, 14, 36
p. 86 Unit 2 Writing Process in Action	10, 14, 17, 22	p. 273 Write a Proposal	10, 14, 43
p. 96 Writing Across the Curriculum	10, 14, 38	p. 277 Write an Editorial	10, 14, 43
p. 117 Write a Description of an Object	10, 14, 26	p. 277 Cross-Curricular Activity	10, 14, 43
p. 117 Cross-Curricular Activity	10, 14, 26	p. 281 Create a Leaflet	10, 14, 43
p. 121 Write About an Imaginary Place	10, 14, 26	p. 285 Write an Advertisement	10, 14, 43
p. 121 Viewing and Representing	10, 14, 26	p. 289 Write a Complaint Letter	10, 14, 36, 43
p. 125 Write a Descriptive Paragraph	10, 14, 26	p. 293 Write a Review	10, 14, 43
p. 129 Write a Painting Description	10, 14, 26	p. 294 Unit 6 Writing Process in Action	10, 14, 43, 44
p. 133 Write a Character Description	10, 14, 26	p. 303 Writing Across the Curriculum	10, 14, 43
p. 137 Write a Poem	10, 14, 26	p. 332 Activity: Write a Business Letter	10, 14, 43
p. 138 Unit 3 Writing Process in Action	10, 14, 26, 27	p. 336 Activity: Write a Summary	10, 14, 38
p. 149 Writing Across the Curriculum	10, 14, 26	p. 348 Activity: Write a Proposal	10, 14, 43
p. 159 Write a Children's Story	10, 14, 31	p. 690 Exercise: Write a Summary	10, 14, 38
p. 163 Write a Narrative Message	10, 14, 31	p. 768 Exercise: Summarize a Visual Message	10, 14, 36, 38
p. 167 Cross-Curricular Activity	10, 14, 31, 36	p. 770 Exercise: Describe a Visual Message	10, 14, 26
p. 171 Write a Dialogue	10, 14, 31	p. 774 Exercise: Write a Brief Report	10, 14, 38
p. 175 Write a Tall Tale	10, 14, 31		
p. 175 Listening and Speaking	10, 14, 31		
p. 179 Write a Story Opening	31		
p. 179 Cross-Curricular Activity	10, 14, 31		

Strategies for Effective Writing Assessment

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

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

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

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

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

Writing Assessment and Evaluation Rubrics

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

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

Methods for Evaluating Student Writing

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

Formal Evaluation

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

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

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

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

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

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

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

Informal Evaluation

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

Portfolio Evaluation

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

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

Writing Assessment and Evaluation Rubrics

Name Class Date

General Rubric for Holistic Evaluation

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

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Writing Assessment and Evaluation Rubrics

Name Class Date

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

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Writing Assessment and Evaluation Rubrics

Name Class Date

Portfolio Management

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

Steps in Establishing and Managing Portfolios

1. Set a purpose.

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

2. Determine what type of portfolio you will use.

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

3. Determine what kinds of work will be included.

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

4. Encourage student involvement.

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

5. Establish evaluation criteria.

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

Writing Assessment and Evaluation Rubrics

Name Class Date

Portfolio Evaluation Form

Directions: Review the contents of the portfolio and assign a rating on a scale of 1–4, where 1 indicates a need for improvement and 4 indicates excellence. In the spaces provided add any other criteria you wish to consider.

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

Comments and Suggestions

Writing Assessment and Evaluation Rubrics

Name Class Date

Peer Response Guide

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

What is best about this piece of writing?

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

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

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

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

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

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

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

Writing Assessment and Evaluation Rubrics

Name Class Date

Self-assessment Guide

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

What I like best about this piece of writing is

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

The most difficult part of the project was

I was most successful at

One thing I learned from this project was

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

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

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

Writing Assessment and Evaluation Rubrics

Name Class Date

Personal Writing

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

<p>Focus/Organization</p> <ul style="list-style-type: none"> • The piece tells what made the day or event important to the writer. • The piece is told in the first-person point of view and includes the thoughts and feelings of the writer. • The order of events is clear. • The piece has a clear beginning, middle, and end. 	<p>Comments</p> <p style="text-align: right;">Score _____ /35</p>
<p>Elaboration/Support/Style</p> <ul style="list-style-type: none"> • General statements are supported by specific, relevant details. • Vivid language is used to add interest to the writing. • Specific words and images are used to emphasize the special nature of the day or event. 	<p>Comments</p> <p style="text-align: right;">Score _____ /35</p>
<p>Grammar, Usage, and Mechanics</p> <ul style="list-style-type: none"> • The writing is free of misspellings, and words are capitalized correctly. • Sentences are punctuated correctly, and the piece is free of fragments and run-ons. • Standard English usage is employed. • The paper is neat, legible, and presented in an appropriate format. 	<p>Comments</p> <p style="text-align: right;">Score _____ /30</p>

Engagement in the Writing Process

The student

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

Comments

Overall Score _____ /100

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Writing Assessment and Evaluation Rubrics

Name Class Date

Above-average Writing Model

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

Assignment: Write a one-page article about a special day or event.

Beneath the Northern Lights

One night on a camping trip in Utah last summer, I saw the greatest light show in the universe. It was the Northern Lights. I didn't believe my eyes at first. I was walking back from the showers when my little sister raced toward me, pointing at the sky.

"Look up! Near the lake!" she said.

It looked like a white searchlight was beaming through the starry sky over the lake. I thought the light was probably from something in town.

"So what?" I said to my sister and walked toward our campsite. I was tired of playing with her every day. I wanted to read a book and go to sleep. But then I noticed that people were sitting outside of their tents, pointing up at the sky. The campgrounds were completely dark except for the campfires and a few flashlights. My parents sat outside of our tent, staring up at the sky, too. My sister and I sat down with them.

"Watch," my parents whispered.

"What's happening?" I asked.

My parents said they weren't sure. Meanwhile, the beam in the sky began to slowly spread wider over the lake. At the same time, the weird, wavy light traveled quickly upward and disappeared at a single point in the sky. I felt very small beneath that strange, huge sky. Watching it was both scary and exciting. The light show continued for another twenty minutes or so, but it seemed like hours. It gradually spread so far that it covered almost the entire sky.

The next morning, the ranger said that we'd seen the Northern Lights. He said you have to be in the right place at the right time to see them. The whole day I thought about what he had said. After we returned home, I decided to try to keep my mind and eyes more open. The Northern Lights taught me that there are always amazing, new things out there in the world to see. Watching the Northern Lights was one of the best nights of my life so far.

Summary: *The piece vividly presents a special experience. It makes the event clear to the reader by telling the context in which it occurred, by describing its stages in chronological order, and by including relevant details.*

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.

Clearly introduces the special event

Uses transitional phrases to make the order of events clear

Includes vivid language and specific details to describe the event

States the author's thoughts and feelings about the event

Provides a clear ending statement

Writing Assessment and Evaluation Rubrics

Name Class Date

Average Writing Model

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

Assignment: Write a one-page article about a special day or event.

When I Saw The Northern Lights

One time I saw the Northern Lights. It happened when I was camping with my family. I could barely believe my eyes. The Northern Lights were amazing. That night was one of the best in my life.

You can only see the Northern Lights at night and you have to be in the right place to see them. My sister had tried to get me to notice the lights, but I ignored her. I thought it was just a searchlight or something like that. Then I saw everyone else at the campground was looking at the sky. So were my parents.

The lights were weird. They spread out over everything. This took a very long time. My mom, dad, me, and my sister sat outside the whole time. I didn't know what was going on. I asked my parents. They didn't know either. They showed us stars and stuff. The stars were very very bright.

I loved watching those lights. Nobody in my class had ever seen them. I told everyone about it in science class the next year. My teacher hadn't even seen them. I think about them and try to see them and other things a lot of times. I hope I get to see them again someday. Maybe I'll try to be a scientist when I finish school. Or like the ranger. He's the one who told us what the Northern Lights are and I think he's very smart and lucky because he probably gets to see them all the time. That would be a cool job, too.

Summary: *The article introduces a special experience and includes some clear details, but it loses focus in the last paragraph and contains significant grammatical errors. The article could be improved by adding supporting details that further describe the experience and its significance. In addition, the piece could be revised to eliminate irrelevant details and grammatical errors.*

This piece might receive a 2 if evaluated by the holistic scoring method. It might receive a 78 if evaluated by the analytic scoring method—28 points for Focus/Organization, 30 points for Elaboration/Support/Style, and 20 points for Grammar, Usage, and Mechanics.

Opening introduces the topic but lacks specific details.

Provides some details that help make the event clear but includes errors in punctuation and sentence structure

A lack of transitions and specific language make the writing choppy and vague.

Conclusion begins to state the experience's significance to author but loses focus.

Name Class Date

Below-average Writing Model

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

Assignment: Write a one-page article about a special day or event.

Northern Lights

The Northern Lights are very cool. You cannot believe it if you see them at first. It is amazing. Like a movie or something.

I've seen them and so have my Mom, Dad and Sister. No one in my class has not even my teacher. We all saw them on a camping trip. Which was last summer. They took a long time and I didn't know what they were. No one did accept the ranger. He told us everything. I asked him a lot of questions.

The stars were very bright and big. They told me the names but I forgot them. The Big Dipper and Little Dipper are two, and some planets. They looked like stars, too. I've saw all them but not the Northern Lights again. I look at the sky a lot. Especially before I go to sleep at night. But so far I haven't seen nothing like that again. I told my class and friends. No one else has seen them.

My sister showed me them first. I didn't think they were anything then. Now I know. They were by the lake but then they kept going everywhere across the sky.

Summary: *The article tells about a special experience, but it lacks sufficient detail and precise vocabulary, and it contains grammatical errors that interfere with its meaning. The article could be improved if general statements were supported by specific details and vivid language. The piece could also be improved by making the order of events and the experience's significance to the author clear.*

This piece might receive a 1 if evaluated by the holistic scoring method. It might receive a 65 if evaluated by the analytic scoring method—25 points for Focus/Organization, 22 points for Elaboration/Support/Style, and 18 points for Grammar, Usage, and Mechanics.

Opening introduces an aspect of the topic but does not use the first person.

Throughout, sequence of events are unclear and details are hard to follow.

Writing is choppy, and antecedents are unclear.

Ends mid-thought and does not describe the event's significance

Name Class Date

Above-average Writing Model

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

Assignment: Write a three- to four-paragraph article about someone whose bravery you admire.

Starting Over

Almost every Friday night during basketball season, my family and I go to watch the bravest person I know play basketball. Lê Van Linh is that person. He has the most steals on the high school varsity team, even though he's five inches shorter than most of the other players and learned to play basketball only seven years ago. However, I don't consider Lê brave just because of his success at basketball. I think Lê has great courage because of the way he's succeeded at making Houma, Louisiana, his home.

Introduces subject in an interesting, vivid way

I can't imagine moving to a completely different country and going through the things Lê did. Lê moved here from Cambodia when he was eleven years old. The Linhs had to leave their country because Mr. Linh had problems with the government. When Lê first arrived in town, he and his parents did not speak English. Some kids teased him because he brought Vietnamese food for his lunch, but Lê ignored this because he is proud of his family's mix of cultures.

Provides important background information

It would be hard enough just to move somewhere so different, but Lê takes on all the extra challenges he can. A few weeks after the Linhs moved here, Lê became my brother's best friend. Since they couldn't speak the same language then, they played basketball for hours every day after school. Lê was fast. He practiced hard. Soon, he was playing against older kids. Everyone started to respect him for that. And that's how Lê is with everything. For instance, by the time he had lived here one year, his English was very good. Right now, he works a part-time job after school at a pizzeria, makes the honor role most semesters, and stars on the varsity basketball team.

Uses transitional phrases to connect ideas and provides specific examples to clarify ideas

My brother says that Lê is one of the most well-liked students in the high school. I admire my brother, but I think it would be as hard for him as it would be for me to start over someplace else. Lê's courage in the face of great challenges is something I admire very much. I would want to be like him if I ever moved to another country.

Closes by emphasizing the writer's admiration of the subject

Summary: *The article focuses on a single person and provides specific examples that make it clear why the author admires him.*

This piece might receive a 4 if evaluated by the holistic scoring method. It might receive a 95 if evaluated by the analytic scoring method—32 points for Focus/Organization, 34 points for Elaboration/Support/Style, and 29 points for Grammar, Usage, and Mechanics.

Writing Assessment and Evaluation Rubrics

Name Class Date

Average Writing Model

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

Assignment: Write a three- to four-paragraph article about someone whose bravery you admire.

Lê Van Linh

Lê Van Linh is the bravest person I know. He plays basketball on the Varsity Team and is my brother's best friend. I have known him for many years. He's always been pretty nice to me. He moved here when he was eleven. The age I am now.

Lê was born in Cambodia. His family had to move all of the sudden. He did not speak English. Kids teased him about things. But he ignored them. Lê started coming over to our house and made friends with my brother because we live next door. They played basketball together every day. He had never played before. He practiced all the time. Now he's very good. He's on the team. Kids started liking him after that. He also learned to speak English. He studies a lot and gets good grades in school. He has a job he works hard at, so he always has his own money. He cares about Cambodia and also about the U.S. For instance, he likes both of those kinds of food and his family follows traditions from both places. He works hard to be good at things and he succeeds.

I admire Lê a lot. I don't want to move away from Louisiana now to another country where I don't speak the language, but if I had to then I would try to be like Lê. He is one of the most brave people I think. Its not easy to move to another country you know.

Opening paragraph introduces the subject but doesn't engage the reader.

Attempts to explain why Lê is admirable but lacks sufficient detail

Presents information in a logical order

Use of the second-person in the ending statement is not appropriate in this context.

Summary: *The article tells about a person the author admires, but it lacks sufficient detail and precise vocabulary. The piece could be improved if several of the statements about Lê were elaborated upon, and if vague, general words were replaced with more specific vocabulary.*

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

Writing Assessment and Evaluation Rubrics

Name Class Date

Below-average Writing Model

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

Assignment: Write a three- to four-paragraph article about someone whose bravery you admire.

Le is brave. I only know one person born in Cambodia so far. Him. Le plays high school basketball, speaks english and does some other hard things. He is good at lots of things. But he did not know those things when he moved here. He had to learn how and he had to ignore people when they were mean to him. That was not fair to him. Now lots of people like him. First, he met my brother and then learned basketball. Then, he learned english. Now he is my brothers best friend and everything. My brother is five years older than me, in high school. Le is also my friend because he is nice to me.

I would not want to move. I like it in Louisiana. Le is very brave here and I think he was in Cambodia too but I did not know him then. Out of everything I really like to watch Le play basketball because he always steals the ball from the other team. My family watches him play basketball on Friday night.

Summary: *The piece tells about a person the author admires, but it lacks a clear introduction and conclusion, and the ideas are not organized or elaborated upon. The piece could be improved by organizing the ideas into three paragraphs and by making sure that each paragraph has a strong topic sentence and supporting details.*

This piece might receive a 1 if evaluated by the holistic scoring method. It might receive a 61 if evaluated by the analytic scoring method—22 points for Focus/Organization, 19 points for Elaboration/Support/Style, and 20 points for Grammar, Usage, and Mechanics.

Incorrect grammar and lack of title make it difficult for the reader to focus on the subject.

Presents vague, undeveloped ideas

Ideas are not connected to one another.

Writing Assessment and Evaluation Rubrics

Name Class Date

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

<p>Focus/Organization</p> <ul style="list-style-type: none"> • The piece is presented as a one-page travel article for teenagers. • Details are presented in a clear and logical order. • A specific impression of a special place is created for the reader. 	<p>Comments</p> <p style="text-align: right;">Score _____ /35</p>
<p>Elaboration/Support/Style</p> <ul style="list-style-type: none"> • Specific details and statements clearly show why the place is special to the writer. • Vivid language is used to make readers feel as if they are experiencing the place for themselves. • Details that reflect all five senses are included. • Transitions are used effectively. 	<p>Comments</p> <p style="text-align: right;">Score _____ /35</p>
<p>Grammar, Usage, and Mechanics</p> <ul style="list-style-type: none"> • The writing is free of misspellings, and words are capitalized correctly. • Sentences are punctuated correctly, and the piece is free of fragments and run-ons. • Standard English usage is employed. • The paper is neat, legible, and presented in an appropriate format. 	<p>Comments</p> <p style="text-align: right;">Score _____ /30</p>

Descriptive Writing

Engagement in the Writing Process

The student

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

Comments

Overall Score _____ /100

Writing Assessment and Evaluation Rubrics

Name Class Date

Above-average Writing Model

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

Assignment: Write a one-page travel article about a special place.

A Taste of Mexico City

When you are in Austin, Texas, make sure you go to El Mariachi for lunch or dinner. It's my favorite restaurant, because it's like combining a great Mexican meal and a party into one thing. From the minute you walk inside El Mariachi, you know it is going to be different than most restaurants. On Friday and Saturday nights they have live mariachi bands playing music in the corner. Sometimes the room can get very loud with trumpets blasting and customers singing along in Spanish. The walls are decorated with brightly colored blankets and sombreros. Large piñatas in the shapes of bulls, donkeys, and other animals hang from the ceiling. If you have dinner at El Mariachi on your birthday, they'll even let you try to break open one of the piñatas filled with candies and toys.

Juan Gonzalez is the restaurant's owner. He makes sure everyone feels at home. Every time we have dinner there, he stops by everyone's table to say hello and ask about the food. The dishes include Tex-Mex food like burritos, chalupas, and chimichangas. Chimichangas are my favorite. They look like a deep-fried burrito. They come dripping with warm, gooey cheese and refried beans inside. On top are fresh, crisp lettuce and tomatoes. El Mariachi also has more Mexico-City type food, like different kinds of molé, sieta mares, and gorditas. Not all the food is spicy. But there are plenty of jalapeno peppers and hot sauces if you want them. If you burn your tongue you can cool down with a tall, cool glass of milk.

No matter what you order at El Mariachi, you can't go wrong. By the end of the night, your voice will probably be hoarse from singing along with the band, and your stomach will be full of food. Even my grandmother likes El Mariachi. When she came with us once last year, she said that she had a great time and that the food was as good as in Mexico City. I can't think of a better recommendation for any Mexican restaurant in the U.S. than that.

Summary: *The article shows why the place is special to the writer and uses details that appeal to all five senses to convey the festive mood of the restaurant.*

This piece might receive a 4 if evaluated by the holistic scoring method. It might receive a 96 if evaluated by the analytic scoring method—35 points for Focus/Organization, 35 points for Elaboration/Support/Style, and 26 points for Grammar, Usage, and Mechanics.

Introduces subject in an engaging way and presents information in a clear, logical order

Describes sights and sounds to create a specific impression of the place

Includes relevant details to describe tastes and textures

Effective use of transitions to lead into the ending

Writing Assessment and Evaluation Rubrics

Name Class Date

Average Writing Model

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

Assignment: Write a one-page travel article about a special place.

The Best Restaurant in Texas

My grandmother is one of the best cooks around. She makes tacos, molé sauce, enchiladas, and anything else you might want. She lives too far away to see her very often, though. She used to live in Mexico. Now she doesn't, but she doesn't live with us in Texas either. She lives in California with my aunt. The only place that can beat her food is El Mariachi. I love the food at El Mariachi. Its even better than my moms, and my mom is a good cook too.

El Mariachi has lots of bright colors everywhere. The walls are decorated with blankets and sombreros. Piñatas hang from the ceiling. A real mariachi band plays on Friday and Saturday nights. The band knows more than mariachi songs. They also play other kinds of music. Some pop songs. The restaurant can get very loud. The trumpets are the loudest. I like them best.

The best thing on the menu at El Mariachi is the chimichanga. Its filled with cheese and beans. They put lettuce and tomatoes on top. If you want hot sauce, you can ask but I don't like my food too spicy. Maybe one jalapeno pepper sometimes with a big glass of milk. My dad pours a lot of hot sauce on his food. He usually orders a burrito with extra rice and refried beans on the side. Sometimes something else. My grandmother said she didn't used to eat burritos in Mexico.

The smells inside the restaurant are great too. Tortillas cooking, onions, garlic, and smokey like a b-b-q. They remind me of a restaurant we ate at once in Mexico City a long time ago. I like to close my eyes sometimes and pretend I am there.

Summary: *The piece tells about a special place and includes good sensory details, but it is not presented as a travel article and it contains grammatical errors that interfere with its meaning. The piece could be improved if the introduction were revised to make it more appropriate to a travel article, and if the body paragraphs each related to the focus set out by the introduction.*

This piece might receive a 2 if evaluated by the holistic scoring method. It might receive a 76 if evaluated by the analytic scoring method—25 for Focus/Organization, 31 for Elaboration/Support/Style, and 20 for Grammar, Usage, and Mechanics.

Introduces subject but irrelevant details confuse focus

Includes some vivid sensory details

Contains grammatical errors and vague statements

Closing does not clearly relate to opening.

Descriptive Writing

Writing Assessment and Evaluation Rubrics

Name Class Date

Below-average Writing Model

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

Assignment: Write a one-page travel article about a special place.

My Favorite Restaurant

My grandmother is a good cook. I like her food better than most restaurants. But sometimes on our trips I like this one restaurant because it reminds me of her old house because both have the same smells as in her kitchen when she is cooking. Its called El Mariachi.

The food there is all different kinds. Chimichangas, beans, rice, tacos, burritos, lots of cheese, other things. I don't like really spicy food that much. You can get spicy food there but you don't have to. I like one pepper. I always get the chimichanga. The music is loud and that is not the best thing to some people.

Once my grandma came with us and we all went to dinner. She wants to cook a lot but sometimes we say she needs to rest. For my birthday I want to go to her house, thogh. She has piñatas too. She makes the best food, even better than hamburgers and French fries. Those are my favorites. Sometimes she teaches me to cook. So does my mom and my dad. My grandma doesn't need recipes.

Everyone should go to El Mariachi sometime.

Summary: *The piece tells about a special place, but it is not presented as a travel article, and the writing contains many irrelevant details and grammatical errors. The piece could be improved by revising it to include a clearer opening paragraph and by replacing vague, general words with more vivid, specific words. The piece could also be improved by including details that reflect all five senses, by adding clear transitions, and by eliminating the grammatical and spelling errors.*

This piece might receive a 1 if evaluated by the holistic scoring method. It might receive a 64 if evaluated by the analytic scoring method—20 points for Focus/Organization, 24 points for Elaboration/Support/Style, and 20 points for Grammar, Usage, and Mechanics.

Opening does not clearly introduce topic and contains a run-on sentence.

Includes some sensory details but lacks specific language and transitions

Irrelevant details confuse focus.

Ending is not a complete paragraph; statement needs more support.

Writing Assessment and Evaluation Rubrics

Name Class Date

Narrative Writing Analytic Evaluation Rubric

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

Engagement in the Writing Process

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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Narrative Writing

Writing Assessment and Evaluation Rubrics

Name Class Date

Above-average Writing Model

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

Assignment: Write a one-page story about an event that shows why a particular person is special to you.

The Last-Minute Bathing Suit

All week, the sun had been beating down on everything in sight. The sunflowers in the backyard drooped. The grass looked parched. Charlotte, my babysitter when I was eight, sat in the house. She fanned herself with a magazine. She was too hot to finish her housework.

My mother had dropped me off at Charlotte’s house that morning at nine o’clock on her way to work but had forgotten to pack my bathing suit. The only thing I wanted to do was run through the sprinkler in Charlotte’s backyard. I couldn’t without a bathing suit though. But I couldn’t think of anything else to do in the blazing heat, so I went inside to complain to Charlotte.

“I’m bored!” I said. I had already said that about twenty times that day.

Charlotte patiently stroked the sweaty strands of hair off my forehead. She handed me a glass of iced tea. “Why don’t you tell me another story?” she suggested.

“I’m too hot,” I said. “I wish I could run through the sprinkler.”

“Why don’t you,” she said?

“Because I don’t have my bathing suit!” I whined.

Charlotte was quiet for a minute. I thought she was annoyed with me, but then she just laughed and popped up from the couch. She told me to drink my glass of ice tea.

“By the time you finish, maybe I’ll have a surprise for you,” she said.

I was about to search for her when she walked into the living room with some fabric in her hand. As she tossed the fabric into my lap, it fell into two separate pieces. She had sewn her favorite dishtowel into a homemade bathing suit for me!

The dishtowel bathing suit had a thick elastic seam to hold up the top and bottoms. As the sprinkler drenched me, the cloth soaked up so much water that I had to hold onto the waist to keep the bottoms from falling down my legs. I didn’t care. I ran through the sprinkler again and again. I felt the cool water on my toes, arms, and face. I didn’t feel hot or bored anymore. I knew I was lucky to have the best babysitter in the world.

Opening uses vivid details to engage readers’ interest and to establish setting, conflict, and characters.

Provides important background information

Dialogue advances story and develops characters’ personality.

Transitions and specific word choices make order of events clear.

Sensory details bring the scene to life; direct statements provide a clear resolution.

Summary: *The story vividly presents an event that shows why a particular person is special to the writer. Dialogue and details are used to good effect.*

This piece would probably receive a 4 if evaluated by the holistic scoring method. It might receive a 99 if evaluated by the analytic scoring method—35 points for Focus/Organization, 35 points for Elaboration/Support/Style, and 29 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 184–187)

Assignment: Write a one-page story about an event that shows why a particular person is special to you.

My Babysitter Charlotte

It was summer. The weather was very hot. Even Charlotte my babysitter was hot. My mother had dropped me off at her house that morning but she had forgot my bathing suit. I was miserable. I wanted to run through the sprinkler but I couldn't without a bathing suit. I kept telling Charlotte that I was bored. She didn't get mad, though. She was sitting inside.

My mom would have told me stop wineing. Or go outside, I'll find something for you to do. That would be something I didn't want to do. Charlotte looked like she was thinking. She told me to have some ice tea. Then she laughed. Next, she told me when I finished maybe she'd have a surprise for me.

I sat in the living room and drank the tea. I was getting bored again. It wasn't as hot indoors as outdoors but it was still uncomfortable there. I sat on the couch for a while. I was going to go look for Charlotte. I didn't know where she was. I didn't have any kids in the neighborhood to play with that day. Her neighborhood didn't have a lot of kids. Charlotte didn't have any kids back then. Then she came back. She was holding a dishtowel. It was cut up. She made it into a bathing suit for me! It was her favorite one.

"Thanks!"

Now, I ran through the sprinkler. I felt a lot better. I wasn't bored anymore. The water felt good. But it soaked my bathing suit so I had to hold up the bottoms.

Summary: *The story describes a particular event and person; however, the writing lacks the kinds of specific details and dialogue that could create a vivid impression of the person. The writing could be improved by adding dialogue that both moves the story along and reveals character and by developing a clearer ending and time order.*

This piece might receive a 3 if evaluated by the holistic scoring method. It might receive an 83 if evaluated by the analytic scoring method—29 points for Focus/Organization, 27 points for Elaboration/Support/Style, and 27 points for Grammar, Usage, and Mechanics.

Introduces subject but contains punctuation errors and vague details

Transitions are ineffective, and dialogue is incorrectly punctuated.

Plot moves forward, but some information is unnecessary.

Dialogue does not reveal speaker or help to develop characters.

Ending lacks closure.

Name Class Date

Below-average Writing Model

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

Assignment: Write a one-page story about an event that shows why a particular person is special to you.

The Bathing Suit

Once, I had this babysitter but she moved. Her name was Charlotte. It was summer then. My mom had to work. It was hot. I didn't have a bathing suit and I was bored. I use to run thru the sprinkler if I had my bathing suit. At home I had one but not at Charlottes house that day. She was sitting inside. Because it was so hot. I went in and outside but I wanted to be outside in the sprinkler.

Charlotte had a favorite dish towel. It was from her wedding. It was a little old but it was a good one. Made of a special cloth. She told me. Her husband was at work during the day. She didn't have no kids yet.

After she made me that bathing suit, I was happy. I ran through the sprinkler all day. That bathing suit got very wet! I took it home with me. Later I kept it at Charlottes house so that I would have one there too. It didn't last long because I keep growing and it didn't stay up all the time but it was my favorite because Charlotte made it for me and that was good.

Before I got the bathing suit I was bored. I told Charlotte. She said to "drink my tea". I did but then I was bored and I didn't know what to do. I had already sat in the living room and drank the ice tea. I didn't know that she had sewed the bathing suit then and she gave it to me. She did that fast! It fit me too. I don't know how she did that.

"Thanks!"

Summary: *The story attempts to describe an event and a special person, but the time order is too unclear for the reader to understand exactly what is happening or why the person is special. The story could be improved if the details were made more specific throughout, if the middle paragraphs were re-ordered to fit a chronological time order, and if a clear ending were added.*

This piece might receive a 1 if evaluated by the holistic scoring method. It might receive a 69 if evaluated by the analytic scoring method—26 points for Focus/Organization, 25 points for Evaluation/Support/Style, and 18 points for Grammar, Usage, and Mechanics.

Vague language makes setting and order of events unclear.

Irrelevant details and grammatical errors are distracting.

Poor use of transitions and unclear time order make the conflict hard to identify.

Dialogue doesn't move the story forward or reveal character; ending lacks closure.

Writing Assessment and Evaluation Rubrics

Name Class Date

Expository Writing: Explaining and Informing Analytic Evaluation Rubric

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

Expository Writing

Engagement in the Writing Process

The student

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

Comments

Overall Score _____ /100

Writing Assessment and Evaluation Rubrics

Name Class Date

Expository Writing: Comparison and Contrast Analytic Evaluation Rubric

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

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

Expository Writing: Report Analytic Evaluation Rubric

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

Expository Writing

Engagement in the Writing Process

The student

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

Comments

Overall Score _____ /100

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Writing Assessment and Evaluation Rubrics

Name Class Date

Unit 5 Writing Process in Action: Expository Writing (pages 244–247) Analytic Evaluation Rubric

<p>Focus/Organization</p> <ul style="list-style-type: none"> • The piece informs visitors to a community about the distinctive qualities of the people who live there. • The writing is appropriate for a visitor’s brochure. • The introduction engages the reader’s interest and includes a thesis statement. • Information is organized logically and effectively. 	<p>Comments</p> <p style="text-align: right;">Score _____ /35</p>
<p>Elaboration/Support/Style</p> <ul style="list-style-type: none"> • Statements are supported by facts, statistics, reasons, and examples from reliable sources. • Lively word choices and interesting details enhance the writing. • Appropriate transitions make clear the writing’s organizational structure. • Unfamiliar terms are clearly explained. 	<p>Comments</p> <p style="text-align: right;">Score _____ /35</p>
<p>Grammar, Usage, and Mechanics</p> <ul style="list-style-type: none"> • The writing is free of misspellings, and words are capitalized correctly. • Sentences are punctuated correctly, and the piece is free of fragments and run-ons. • Standard English usage is employed. • The paper is neat, legible, and presented in an appropriate format. 	<p>Comments</p> <p style="text-align: right;">Score _____ /30</p>

Engagement in the Writing Process

Comments

The student

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

Overall Score _____ /100

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Expository Writing

Writing Assessment and Evaluation Rubrics

Name Class Date

Above-average Writing Model

Writing Process in Action: Expository Writing (Unit 5, pages 244–247)

Assignment: Write a one- to two-page brochure that tells visitors to a community about the people who live there.

Welcome to Nashville, Tennessee

Welcome to Nashville, Tennessee, the city that has been voted friendliest in the United States. When people think of Nashville, they usually think of country music. However, Nashville is not only about country music. You might meet country stars in the supermarket, but you'll also meet people who are into rock, rap, and any other kind of music. The people in Nashville are diverse in many other ways, too. Along with its friendliness, diversity is one of the other things that makes Nashville great.

Nashville's largest ethnic populations are African-American and white. Many Asian-American and Latin-American families also live here. A good way to see how many ethnicities can be found in Nashville is to visit its restaurants. You can eat breakfast in a Mexican restaurant, lunch in an Indian restaurant, and dinner in a Cajun/Creole restaurant, and still have different kinds of restaurants to eat in the next day and the next.

What you might not find in Nashville are a lot of people that were born and raised here. The city draws many transplants, or people who moved here from other places. During the 1960s, the population rose 24.2%. In the 1990s the population increased 6.9%. Currently, the population is estimated at over 538,000.

Because so many types of people live in Nashville, the city developed lots of different types of neighborhoods. Some people still live in big mansions from Civil-War times. However, many people live in modern condos, apartments, and houses. Some neighborhoods, such as Belle Meade, are very wealthy, while others are not.

Despite all the differences in Nashville, there are many things that residents like to do together for fun. People here like to hang out or play sports in the many public parks. Nashville has more parks per person than any other U. S. city. Theaters, professional sports teams, and (of course) concerts also bring people together. Plus, there's always a simple, friendly smile to make even the strangers in Nashville feel like they know each other.

Summary: *This piece vividly describes the variety of people who live in the writer's town, using facts and specific details to do so. The introduction includes a clear thesis statement, and the thesis is developed throughout the piece. The writing is informative, well organized, and engaging.*

This piece would probably receive a 4 if evaluated by the holistic scoring method. It might receive a 96 if evaluated by the analytic scoring method—35 points for Focus/Organization, 32 points for Evaluation/Support/Style, and 29 points for Grammar, Usage, and Mechanics.

Opening captures readers' attention by using the second person and including interesting facts.

Specific details support thesis statement and paragraph's main idea.

Explains unfamiliar terms and provides accurate facts and statistics

Good use of transitions throughout

Closing refers back to the introduction.

Writing Assessment and Evaluation Rubrics

Name Class Date

Average Writing Model

Writing Process in Action: Expository Writing (Unit 5, pages 244–247)

Assignment: Write a one- to two-page brochure that tells visitors to a community about the people who live there.

Nashville

I love my hometown, Nashville, Tennessee. It is one of the friendliest cities in the U.S. Anyone who comes to Nashville will see why this is true, and why Nashville is a great place to be. The waitresses call you “honey.” People smile at you when they walk on the street. Nashville has all kinds of different people, and almost all of them make you feel at home here.

Many people here are either African-American or white. However, some of the other ethnic backgrounds people have are Asian and Latin American. For instance, my family is Asian-American. Because of this, Nashville has all kinds of restaurants and all kinds of food. Also, our city has many kinds of music. However, country music is the most wellknown. Famous musicians live here. Also some people who say their musicians but who deliver pizzas and stuff for jobs. Our next-door neighbor is one of those guys. He’s very funny and teaches me card tricks and gives me guitar lessons.

The other kinds of jobs people have are teaching, running hotels, being ministers, and recording music or being music executives. Some of those people make a lot of money. They might be the ones who have horse farms in the country or who live in those big, old mansions that look like they’re from the movies. Most of us live in normal houses or apartments like people do everywhere else. We have some famous houses here. Like Minnie Pearl’s house and President Andrew Jackson’s. Also there are a lot of parks.

Right now, about 538,000 people live in Nashville. That’s not as many as New York or Chicago, but Nashville is still kind of a big city. But people don’t really act like it because they’re very friendly here. Plus the weather here is a lot warmer most of the time than in New York and Chicago. Those are some of the reasons Nashville is a great city.

Summary: *The piece includes facts and details about the writer’s community and the people who live there, but irrelevant information and grammatical mistakes distract from the focus. The piece could be improved by including more information about the variety of people in the larger community and less information about the writer’s neighbor. The writing could also be strengthened by making sure each paragraph has a strong topic sentence and relates to one main idea.*

This piece might receive a 3 if evaluated by the holistic scoring method. It might receive an 81 if evaluated by the analytic scoring method—29 points for Focus/Organization, 27 points for Elaboration/Support/Style, and 25 points for Grammar, Usage, and Mechanics.

Introduction includes some vivid details and an appropriate thesis statement.

Paragraph relates to thesis, but some irrelevant details and vague language weaken the focus.

Information is not related to thesis.

Ending includes a useful statistic but introduces some unnecessary information.

Name Class Date

Below-average Writing Model

Writing Process in Action: Expository Writing (Unit 5, pages 244–247)

Assignment: Write a one- to two-page brochure that tells visitors to a community about the people who live there.

My Hometown

My hometown is Nashville Tennessee so if you come to my hometown that's where you'll be. It is a very friendly place. Everyone says. I heard some-one say that on T.V. once. You should definitely visit here.

Here are some of the things Nashville has: a lot of music and concerts all the time, skyscrapers, parks, the Tennessee Oilers who use to be from Houston, Andrew Jackson's house, and a huge old monument downtown. We also have all kinds of restarants. Nashville is a big city. It also has country. Its not as big as New York or Chicago. It has alot of parks. I like it here a lot.

People will say hello to you. When I moved to my new house people came next door with some cupcakes and stuff. There is a boy named Tom Wong in that house. He is my age and we are friends. A girl in high school and her little sister lives across the street. I like them both too. Our street has all different people. I hang out with the kids near my age and there are a lot of them. I know who everyone is, even the older people. We have parties together and stuff. Mostly our parents play country music then because that is popular but my friends like all kinds of music. I saw Clint Black once in the store but I like rap.

Opening introduces topic but addresses readers who are outside of the town, not those who are already visiting.

Statements are not elaborated upon.

Lacks transitions to show the relationships between ideas

Lacks a conclusion or closing statement

Summary: *The piece describes the author's town, but most of the information provided is either too vague or too personal for a visitor's brochure. The piece could be improved by revising it to focus on the variety of people in the writer's hometown—not just in the writer's neighborhood—and by including facts and specific details about those people in a clear, logical order.*

This piece might receive a 1 if evaluated by the holistic scoring method. It might receive a 66 if evaluated by the analytic scoring method—21 points for Focus/Organization, 25 points for Elaboration/Support/Style, and 20 points for Grammar, Usage, and Mechanics.

Writing Assessment and Evaluation Rubrics

Name Class Date

Unit 6 Writing Process in Action: Persuasive Writing (pages 294–297) Analytic Evaluation Rubric

<p>Focus/Organization</p> <ul style="list-style-type: none"> • The focus and organization of the piece is appropriate for a short magazine article. • The introduction engages the reader’s attention and clearly states a position. • The article presents an argument about why something uniquely American should be saved. • The article presents evidence in the order that will be most persuasive to readers. 	<p>Comments</p> <p style="text-align: right;">Score _____ /35</p>
<p>Elaboration/Support/Style</p> <ul style="list-style-type: none"> • Accurate, relevant facts are included as supporting evidence. • Clear opinions or personal experiences provide additional supporting evidence. • General statements are backed up with specific examples and details. • Persuasive language helps to convince readers to save something uniquely American. 	<p>Comments</p> <p style="text-align: right;">Score _____ /35</p>
<p>Grammar, Usage, and Mechanics</p> <ul style="list-style-type: none"> • The writing is free of misspellings, and words are capitalized correctly. • Sentences are punctuated correctly, and the piece is free of fragments and run-ons. • Standard English usage is employed. • The paper is neat, legible, and presented in an appropriate format. 	<p>Comments</p> <p style="text-align: right;">Score _____ /30</p>

Engagement in the Writing Process

The student

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

Comments

Overall Score _____ /100

Writing Assessment and Evaluation Rubrics

Name Class Date

Above-average Writing Model

Writing Process in Action: Persuasive Writing (Unit 6, pages 294–297)

Assignment: For a magazine called *This is America*, write a three- to four-paragraph article persuading others to save something uniquely American.

The Good Ole’ American Drive-In

My family has a summer tradition that is as American as grilling hotdogs or visiting Yosemite. On most Friday or Saturday summer nights, we go to Beechum’s Drive-In Movie Theater. We eat a lot of snacks and get to see movies outside on the big screen. But a national theater chain plans to end this tradition for everyone. The company is going to buy the drive-in and tear it down to build a movie complex. They have every right to build a movie complex if they want, but they shouldn’t destroy the summer drive-in theater, which is part of our American culture.

The reason this company plans to demolish the drive-in can’t be that no one goes there or because the theater is losing money. Mr. and Mrs. Beechum have earned a living from their theater for the past thirty-five years and they say it still makes money. However, Mr. Beechum’s health is getting worse and they can’t keep running the theater. The chain has offered the Beechums more money than they are asking, and they haven’t received any other offers yet. The national chain wants to buy and tear down the drive-in so that its new complex will have less competition. In my opinion, this is the opposite of the American spirit of competition. This national company will be destroying an American tradition and a good business because of simple greed.

It might be too late for the Beechum Drive-In to be saved, but it’s not too late to make sure other drive-ins are preserved. I once read a news story about some people in an Ohio town that created a co-op to save a small, historic movie theater. Maybe other towns could come up with a plan to do the same thing for the few remaining drive-in theaters. Just because they’re outdoors doesn’t mean they shouldn’t qualify as historic sites. Outdoor parks and other public spaces are preserved. At the very least, people from the local community or historic society could circulate a petition to show support for the drive-in theaters that still exist. It’s not too late to do at least that much for the Beechum Drive-In. It is the last one left in Lenawee County, and as something that is uniquely and historically American, I believe it should be saved for present and future generations to enjoy.

Summary: *The article uses personal experiences, facts, and persuasive language to convincingly argue why an American institution should be preserved. In addition, the piece includes a possible action readers might take to solve the problem discussed.*

This piece would probably receive a 4 if evaluated by the holistic scoring method. It might receive a 96 if it were evaluated by the analytic scoring method—35 points for Focus/Organization, 33 points for Elaboration/Support/Style, and 28 points for Grammar, Usage, and Mechanics.

Uses personal experience to engage readers’ interest in topic; states a clear position

Provides specific examples and details to elaborate on the problem

Uses persuasive language to express personal opinion

Suggests possible solutions for own and other communities

Closes by restating position

Writing Assessment and Evaluation Rubrics

Name Class Date

Average Writing Model

Writing Process in Action: Persuasive Writing (Unit 6, pages 294–297)

Assignment: For a magazine called *This is America*, write a three- to four-paragraph article persuading others to save something uniquely American.

The Summer Drive-In

My family likes to go to the drive-in theater. In case you don't know what this is, it's a giant outdoor movie screen and you watch the movies from inside of your car. You can bring snacks and fall asleep in the car. It's cheap to go there and lots of fun. My friends and I go with my family a lot and we all love this tradition. It is something that is special in the U.S. However, not very many drive-ins exist any more.

Our drive-in is about to be tore down. A big company wants to tear it down. I heard they're going to build a bunch of regular theaters there instead. Maybe ten or twelve in that one spot. I think this is terrible! I will hate to see our drive-in go. It's the only one left in Lenawee County. This is very sad. We need to save this drive in because it's an American tradition.

I wish there was something people could do. I think the owners of the Beechum Drive-In have to sell it so its too late for us. But is it too late for other drive-ins? Why can't we save them? I think we could if we tried. Its wrong that this company doesn't care about keeping the drive-in. They should. I'll be so mad if they tear down the drive-in that I might not ever go to the new theater complex. I'll tell my friends not to go either. That will show them. Going to the drive-in every summer is just as special to me as other things like going to the Rotary Park to play baseball or the time my family drove to Yosemite National Park. I don't think they even have drive-ins in other countries!

Introduces an American tradition but does not clearly introduce the problem or take a position

States problem and position but lacks sufficient examples and facts

General language and vague statements are not persuasive.

Summary: *The article focuses on persuading readers that an America institution should be saved, but the writing is vague, and the piece does not attempt to persuade readers to work toward a particular solution. The article could be improved by revising it to include more specific examples and facts to support the argument and by offering a clearer possible solution to the stated problem.*

This piece might receive a 3 if evaluated by the holistic scoring method. It might receive an 83 if evaluated by the analytic scoring method—33 points for Focus/Organization, 26 points for Elaboration/Support/Style, and 24 points for Grammar, Usage, and Mechanics.

Name Class Date

Below-average Writing Model

Writing Process in Action: Persuasive Writing (Unit 6, pages 294–297)

Assignment: For a magazine called *This is America*, write a three- to four-paragraph article persuading others to save something uniquely American.

Save the Drive-In Movies

My family goes to the drive-in theater. You can bring snacks and fall asleep in the car. Its cheap to go there and lots of fun. It is something that is something special like getting to go on vacation only where you don't have to go very far and you get to watch movies and be outside. I like this as much as when we cook outside because I love to be outside. Watching movies outside is the best. My cousins live in New York City and some more in Florida and they have never even been to a drive in! They don't have them every where.

The best movie I ever saw at the drive-in was about this underwater sea animal that kept crashing into everyone's boats. That was a scary movie but it had some funny parts too. I saw that movie with my friends. I seen lots of movies at the drive in, probably more than 100 in my whole life so far.

Its winter so we can't go to the drive in but we might not get to go this summer too. Some people want to tear down our drive in. I heard this is true. I think this is wrong. The people who own it or some other people should stop this! What can we do? They wouldn't let them tear down the park or something like that. Those old houses get to be saved because there so old. So this isn't fair. I hate this plan. It makes me very mad and I hope the drive in gets saved. Please don't reck our drive in! We need to help save those. If you have them you should feel lucky.

Opening contains grammatical errors and does not state a problem or a position.

Includes personal experience that does not relate to a clear argument

Introduces problem but does not offer specific information or suggest a solution

Summary: *The piece discusses something that is important to the author, but it does not state a position until the third and final paragraph, does not persuade the reader to take a course of action, and does not contain a clear ending.*

Irrelevant details, a lack of specific facts, and grammatical and spelling errors further weaken the writing. The piece could be improved by including a position statement in the first paragraph, eliminating the second paragraph, adding persuasive language and facts throughout, and replacing the author's questions with a possible solution in the final paragraph.

This piece might receive a 1 if evaluated by the holistic scoring method. It might receive a 66 if evaluated by the analytic scoring method—19 points for Focus/Organization, 24 points for Elaboration/Support/Style, and 23 points for Grammar, Usage, and Mechanics.

