

Writer's Choice
Grammar and Composition

Writing Assessment and Evaluation Rubrics

Grade 12

 **Glencoe
McGraw-Hill**

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

Glencoe/McGraw-Hill



A Division of The McGraw-Hill Companies

Copyright © The McGraw-Hill Companies, Inc. All rights reserved. Permission is granted to reproduce material contained herein on the condition that such material be reproduced only for classroom use; and be provided to students, teachers, and families without charge; and be used solely in conjunction with *Writer's Choice*. Any other reproduction, for use or sale, is prohibited without written permission of the publisher.

Printed in the United States of America

Send all inquiries to:
Glencoe/McGraw-Hill
8787 Orion Place
Columbus, Ohio 43240

ISBN 0-07-823236-8

1 2 3 4 5 6 7 8 9 055 04 03 02 01 00

Contents

How to Use This Assessment Guide	4
Guide to Writing Assignments and Corresponding Rubrics	5
Strategies for Effective Writing Assessment.....	6
Methods for Evaluating Student Writing	8
General Rubric for Holistic Evaluation.....	10
Portfolio Management.....	12
Portfolio Evaluation Form.....	13
General Rubric for Analytic Evaluation	14
Peer Response Guide	15
Self-assessment Guide	16
Personal Writing Rubric	17
Unit 1 Writing Process in Action Rubric.....	18
Above-average Writing Model.....	19
Average Writing Model	20
Below-average Writing Model.....	21
Descriptive Writing Rubric	22
Unit 3 Writing Process in Action Rubric.....	23
Above-average Writing Model.....	24
Average Writing Model	25
Below-average Writing Model	26
Narrative Writing Rubric.....	27
Unit 4 Writing Process in Action Rubric.....	28
Above-average Writing Model.....	29
Average Writing Model	30
Below-average Writing Model.....	31
Expository Writing Rubric/Explaining and Informing.....	32
Expository Writing Rubric/Cause and Effect	33
Expository Writing Rubric/Analysis	34
Unit 2 Writing Process in Action Rubric.....	35
Above-average Writing Model.....	36
Average Writing Model	37
Below-average Writing Model	38
Unit 5 Writing Process in Action Rubric.....	39
Above-average Writing Model.....	40
Average Writing Model	41
Below-average Writing Model	42
Persuasive Writing Rubric	43
Unit 6 Writing Process in Action Rubric.....	44
Above-average Writing Model.....	45
Average Writing Model	47
Below-average Writing Model.....	48

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>	<i>Rubrics</i>	<i>Writer's Choice Assignments</i>	<i>Rubrics</i>
p. 11 Write a News Feature	10, 14, 17	p. 219 Write a Feature Article	10, 14, 32
p. 11 Listening and Speaking	10, 14, 17	p. 219 Cross-Curricular Activity	10, 14, 32
p. 15 Write a Contract	10, 14, 17	p. 225 Write a Cause-and-Effect Essay	10, 14, 33
p. 15 Cross-Curricular Activity	10, 14, 17	p. 225 Viewing and Representing	10, 14, 33
p. 19 Write a Summary	10, 14, 17	p. 229 Write an Analogy	10, 14, 32
p. 23 Write an Essay	10, 14, 17	p. 229 Cross-Curricular Activity	10, 14, 32
p. 27 Write a Résumé	10, 14, 17	p. 233 Present Survey Results in a Visual	10, 14, 32
p. 31 Write a Book Review	10, 14, 17	p. 237 Write a Problem-Solution Essay	10, 14, 32
p. 31 Viewing and Representing	10, 14, 17	p. 243 Write an Analysis	10, 14, 34
p. 35 Writing a Parody	10, 14, 27	p. 243 Listening and Speaking	10, 14, 34
p. 35 Cross-Curricular Activity	10, 14, 17	p. 247 Write a Business Letter	10, 14, 32
p. 36 Unit 1 Writing Process in Action	10, 14, 17	p. 251 Write a Comparison-and-Contrast Essay	10, 14, 32
p. 50 Writing Prompt: Write a Haiku Poem	10, 14, 22	p. 255 Write a Comparison-and-Contrast Essay	10, 14, 32
p. 59 Cross-Curricular Activity	10, 14, 17	p. 255 Listening and Speaking	10, 14, 32
p. 73 Listening and Speaking	10, 14, 22, 43	p. 256 Unit 5 Writing Process in Action	10, 14, 33
p. 73 Viewing and Representing	10, 14, 22	p. 267 Writing Across the Curriculum	10, 14, 32
p. 77 Viewing and Representing	10, 14, 22, 32	p. 279 Write an Editorial	10, 14, 43
p. 89 Cross-Curricular Activity	10, 14, 22, 43	p. 279 Cross-Curricular Activity	10, 14, 32
p. 97 Analyze the Tone of Your Essay	10, 14, 22	p. 283 Write a Persuasive Article	10, 14, 43
p. 97 Cross-Curricular Activity	10, 14, 22	p. 283 Cross-Curricular Activity	10, 14, 43
p. 98 Unit 2 Writing Process in Action	10, 14, 17, 22	p. 287 Write a Humorous Essay	10, 14, 43
p. 131 Write a Descriptive Paragraph	10, 14, 22	p. 287 Viewing and Representing	10, 14, 43
p. 131 Listening and Speaking	10, 14, 22	p. 293 Write a Persuasive Paragraph	10, 14, 43
p. 135 Write an Essay Describing a Photograph	10, 14, 17, 22	p. 293 Cross-Curricular Activity	10, 14, 43
p. 135 Viewing and Representing	10, 14, 17, 22	p. 297 Write a Scene for a TV Show	10, 14, 43
p. 139 Write a Descriptive Essay	10, 14, 17, 22	p. 297 Viewing and Representing	10, 14, 43
p. 139 Cross-Curricular Activity	10, 14, 22	p. 301 Create a Satirical Cartoon	10, 14, 43
p. 143 Write an Analogy	10, 14, 22	p. 301 Listening and Speaking	10, 14, 43
p. 147 Write an Essay Analyzing Imagery	10, 14, 22	p. 305 Write a Comparative Essay	10, 14, 32
p. 147 Viewing and Representing	10, 14, 22	p. 306 Unit 6 Writing Process in Action	10, 14, 43
p. 148 Unit 3 Writing Process in Action	10, 14, 17, 22	p. 345 Your Research Paper	10, 14, 32
p. 171 Describe a Story Setting	10, 14, 27	p. 411 Activity 3	10, 14, 32
p. 171 Cross-Curricular Activity	10, 14, 27	p. 411 Activity 4	10, 14, 43
p. 175 Write a Personal Narrative	10, 14, 17, 27	p. 426 Activity 12	10, 14, 32
p. 175 Listening and Speaking	10, 14, 17, 27	p. 427 Activity 13	10, 14, 34
p. 179 Write a Suspenseful Story	10, 14, 27	p. 753 Writing Prompt: Discussing the Quotation	10, 14, 17, 32
p. 179 Cross-Curricular Activity	10, 14, 27	p. 806 Exercise 2	10, 14, 32
p. 183 Rewrite a Fairy Tale or Fable	10, 14, 27	p. 809 Exercise 1	10, 14, 32, 43
p. 183 Listening and Speaking	10, 14, 27	p. 850 Exercise 4	10, 14, 43
p. 187 Write a Short-Short Story	10, 14, 27	p. 857 Exercise 1	10, 14, 22, 33
p. 187 Cross-Curricular Activity	10, 14, 27	p. 864 Exercise 7	10, 14, 32, 34
p. 187 Listening and Speaking	10, 14, 27	p. 867 Exercise 1	10, 14, 17
p. 191 Write a Scene	10, 14, 27	p. 875 Exercise 4	10, 14, 32
p. 192 Unit 4 Writing Process in Action	10, 14, 17, 27	p. 880 Exercise 7	10, 14, 27
p. 206 Viewing the Photograph: Writing a Diary Entry	10, 14, 17		
p. 215 Write an Expository Essay	10, 14, 32		
p. 215 Cross-Curricular Activity	10, 14, 32		

Strategies for Effective Writing Assessment

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

- **Make sure students know the criteria for good writing.**

We can expect students to produce good writing only if they understand what good writing is. For example, a student writing a personal essay needs to know that personal essays express the writer's thoughts and opinions, often incorporate personal anecdotes or experiences, and are usually written in a less formal style than a literary analysis or other forms of essays. In an assessment situation, it is only fair for students to know how their work will be judged. Knowing the criteria for good writing will also help students evaluate and revise their own writing before it is submitted for teacher evaluation. When you give students the criteria, discuss what is expected of them.

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

- **Let students help develop the criteria.** If it is feasible in your classroom, have students get involved in determining the criteria you and they will use for evaluating a piece of writing. This will give students a sense of ownership and will help them to see why a given piece of writing does or does not meet the criteria.

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

- **Explain to students how their writing will be scored.**

Students should know how you will be scoring their work and how to interpret the scores. For example, a student who receives a 3 on a composition should know what the score means and on what criteria it was based.

- **Evaluate the writing process, not just the final product.**

Writing is a process of steps, from the idea to the finished manuscript. Students will improve their writing as they increase their ability to complete each step in the process. An assessment of student writing that includes review and discussion of each step will help students understand what works in their writing and why it works.

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

Writing Assessment and Evaluation Rubrics

- **Provide opportunities for feedback.** Whenever possible, give students feedback about their writing to help them understand their strengths and weaknesses and identify what parts or aspects of their writing need to be improved. Providing frequent feedback can also be valuable in helping to identify patterns of growth, providing direction for a student's individual development, and helping students improve their abilities to assess their own work and respond to the writing of others. Feedback may be provided in writing or in conversation during a conference with the student. Different kinds of feedback may also be provided through peer assessment.
- **Encourage self- and peer assessment.** Students can develop a clear sense of their abilities by evaluating their own writing. For example, you might have students evaluate their own works, assign their own scores, and write brief notes explaining why they think their scores are accurate. Then, after you score each paper, you and the student can discuss why your scores might differ. Peer assessment can also be a valuable tool throughout the writing process. Students can discuss their ideas with their partners, and partners can act as the audience during each stage of the writing. Students can also work in groups of three or four to hold writing conferences. Find a way to tune into these conferences without becoming an instant authority in the conversation.
- **Incorporate assessment into the instructional process.** Instead of viewing assessment as a final judgment, work to make assessment, teaching, and learning all part of a continuous cycle. Encourage students to revise, expand, and rewrite at all points in the cycle 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, 22, 27, 32–34, 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 each writing assignment in *Writer's Choice*, Grade 12, see the Guide to Writing Assignments and Corresponding Rubrics on page 5.
- **Analytic scoring** is based on an in-depth analysis of aspects of writing such as focus/organization, elaboration/support/style, and grammar, usage, and mechanics. Analytic scoring is usually based on a scale of 0–100 with each aspect receiving a portion of the total points. The **General Rubric for Analytic Evaluation** on page 14 can be used to score a piece of writing in this way as can the rubrics for specific writing types on pages 17, 22, 27, 32–34, and 43. Various characteristics are listed under each aspect, forming categories, and each category is assigned a weighted score. Regardless of the number of characteristics in any particular category, the weight of the category stays the same. For example, analytic scoring based on a possible total of 100 points might be weighted in this way:

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

To score papers by this method, decide on the aspects and characteristics you will use and the number of points you want to assign to each category. Then read through each paper and assign a score for each category. The three (or more) scores will add up to a total score (e.g., 80 out of 100). Specific rubrics and models for each Writing Process in Action assignment can be found on pages 18, 23, 28, 35, 39, and 44.

Informal Evaluation

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

Portfolio Evaluation

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

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

Writing Assessment and Evaluation Rubrics

Name Class Date

General Rubric for Holistic Evaluation

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

Copyright © The McGraw-Hill Companies, Inc.

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 	

Copyright © The McGraw-Hill Companies, Inc.

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 36–39) Analytic Evaluation Rubric

<p>Focus/Organization</p> <ul style="list-style-type: none"> • The piece focuses on a particular photograph of the writer to explore an aspect of the writer’s character or personality. • The description explores the writer’s views, thoughts, or feelings. • The writing is appropriate for an audience of classmates, parents, and teachers. • The writing is organized in chronological order or by order of importance. • The introduction engages the reader’s interest, and the conclusion reinforces the main idea and states the writer’s insights. 	<p>Comments</p> <p style="text-align: right;">Score _____ /35</p>
<p>Elaboration/Support/Style</p> <ul style="list-style-type: none"> • Clear, vivid details convey personal insights and describe the photograph. • Specific, appropriate word choices develop and maintain a consistent tone. • Effective transition words are used. 	<p>Comments</p> <p style="text-align: right;">Score _____ /35</p>
<p>Grammar, Usage, and Mechanics</p> <ul style="list-style-type: none"> • The writing is free of misspellings, and words are capitalized correctly. • Sentences are punctuated correctly, and the piece is free of fragments and run-ons. • Standard English usage is employed. • The paper is neat, legible, and presented in an appropriate format. 	<p>Comments</p> <p style="text-align: right;">Score _____ /30</p>

Engagement in the Writing Process **Comments**

The student

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

Overall Score _____ /100

Above-average Writing Model

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

Assignment: For the school yearbook, write a two-page essay in which a photograph of yourself is the basis for exploring and sharing an aspect of your personality.

The Playground Swing

I hate having my picture taken. Usually, I freeze up, my eyes look panicked, and my mouth twists into some gruesome expression that’s supposed to be a smile.

However, in this photo, I’m swinging at the playground of the elementary school by my house, and I actually look relaxed. In fact, I even have a huge smile on my face. My friend Kristin sat on the ground in front of me and snapped the picture as I flew through the air towards her. Of course, I didn’t know that a few seconds after she took the shot, I would slip off the swing and break my leg. My fall quickly put an end to our fun that day. Kristen ran to get help while I lay on the grass wincing in agony.

Having a broken leg wasn’t easy. During the first week or so, my leg hurt so badly that I was often cranky. I couldn’t drive at all, and it was difficult to climb onto the bus while I was using crutches, so my mom had to drive me to school. For a while, even walking from class to class tired me out.

On the other hand, breaking my leg taught me some things I hadn’t known about myself. I was in a cast for eight weeks. But after three weeks, I got a new walking cast and could ditch my crutches. Kristin covered my walking cast with a colorful drawing of vines and sunflowers, and strangers started coming up to me to compliment my cast and to ask what had happened. I’m usually shy around strangers, but eventually talking to new people grew much easier. Not only did I not want to be rude to people who asked about my leg, sometimes I needed to ask them for help.

I like this picture of me because it captures both the reward and the danger of my learning to take a risk. I’m not usually a risk taker—I’m scared of change and sometimes too worried about what other people think of me. I’m going away to college in the fall, and I’m nervous about fitting in and making friends. Sometimes I just want to stay here among people I know. But another part of me thinks that going far away to school is the best thing I could do. At college, I’ll have the freedom to try new things without the burden of other people’s (and my own) preconceived ideas about what I can and can’t do.

In the photograph, I’m not worried about what might happen in the future. This shot reminds me that even if an unexpected problem occurs, it’s not the end of the world, and I might learn something unexpected about myself in the process. I’m trying to remember that the best thing I can do is to not worry so much about the future; it’s better just to be myself and enjoy the present. Maybe the next time someone wants to take my photograph, I’ll even relax and say “cheese.”

Opening uses compelling statements and description to engage readers’ interest.

Uses vivid word choices and maintains an appropriate tone

General statements and feelings are supported by specific examples.

Effective transitions connect the writer’s ideas to photograph.

Conclusion reinforces the writer’s insights.

Summary: *This essay includes vivid details, a clear order, and relevant insights.*

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

Writing Assessment and Evaluation Rubrics

Name Class Date

Average Writing Model

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

Assignment: For the school yearbook, write a two-page essay in which a photograph of yourself is the basis for exploring and sharing an aspect of your personality.

The Swing

This photo shows me swinging at the play ground by my house. My friend Kristin was sitting in front of me and when I swang over head she took the picture. It's nice outside and I have this smile on my face and I'm squinting. It's not a super good picture of me but I like it any way.

Usually I hate looking at pictures of my self. I think I look bad most of the time. But in this picture I'm actually kind of relaxed and having fun. I didn't know she was going to take a picture of me, so I wasn't worrying about what I looked like.

The funny part is what happened afterwards. A few seconds later, I fell out of the swing and broke my leg. I had to go to the emergency room and get a cast. Having a broken leg was pretty bad at first. My mom had to drive me to school and I was tired all the time.

I was in a cast for eight weeks, but after three weeks I got a walking cast. Kristin decorated the cast for me, which got me a lot of attention. I'm usually shy around people I don't know. But I didn't want to be rude and also I needed to ask for help sometimes. Most of the time people were really nice, even people who I thought didn't like me.

I'm nervous about going to college in the fall because I don't know if I'll make friends or not. It's all really intimidatating sometimes. But maybe going far away to school is the best thing I could do.

So I like this picture of me on the swing because in the photograph I'm happy and relaxed. I'm not worried about what might happen in the future, I'm just having fun and swinging like I was a little kid again. Good thing to because if I knew what was about to happen I would be more worried! But breaking your leg isn't the end of the world. I definately learned things about my self while I was in that cast. I think I learned that the best thing to do is to not worry so much about how I'm percieved—it's better to just be my self. I better just enjoy the present while I can.

Summary: *This piece is nicely introspective, but the writing often uses general statements that are not adequately supported by specific details. More attention to detail and an effective use of transitions to connect ideas and make the order of events clear would improve the writing.*

This piece might receive a 2 if evaluated by the holistic scoring method. It might receive a 79 if evaluated by the analytic scoring method—29 points for Focus/Organization, 26 points for Elaboration/Support/Style, and 24 points for Grammar, Usage, and Mechanics.

Opening describes photograph.

Maintains a casual, thoughtful tone

Uses some effective transitions and follows a clear chronological order, but lacks specific details

Unclear where and when events are happening

Ideas and feelings need clearer connections to the photograph.

Conclusion includes relevant insights, but some statements contain grammatical and spelling errors and are contradictory.

Name Class Date

Below-average Writing Model

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

Assignment: For the school yearbook, write a two-page essay in which a photograph of yourself is the basis for exploring and sharing an aspect of your personality.

My Photograph

My freind Kristin took this picture of me. It was right before I broke my leg. Like seconds before. I like it because I look happy in it and usualy I don't like having my picture taken, they turn out so dumb looking and awful.

This one is a pretty cool picture though if I had to pick one. She sat on the ground and then when I swung over her head I looked down and she took the picture. I look kind of funny because of the way she was holding the camera and because of how I'm kind of over her smiling and stuff, but I like it.

What happened next was so crazy though because right after she took the picture I fell off the swing and broke my leg. It hurt so bad! I had to wear a cast for eight weeks too. It was kind of annoying at first but after a while it was ok because Kristin decorated it with flowers and drawings and it looked cool.

When I got the cast off finally I was psyched. This picture always reminds me of that whole thing.

Summary: *This essay focuses on a photograph, but the piece does not give the reader sufficient insight into the writer's personality. Also, while the piece attempts to describe the photograph and the writer's experiences, often the word choices are too vague to create vivid images or clear ideas. The writing could be improved by using more specific language, by correcting spelling and grammar usage throughout the piece, and by adding a complete conclusion that more fully connects the photograph to the writer's personality.*

This piece might receive a 1 if evaluated by the holistic scoring method. It might receive a 67 if evaluated by the analytic scoring method—26 points for Focus/Organization, 20 points for Elaboration/Support/Style, and 21 points for Grammar, Usage, and Mechanics.

Title is too generic for the purpose of assignment.

Opening describes photo but includes spelling and grammatical errors.

Uses some transitions, but sentence structures and descriptions are ineffective

Vague word choices and pronoun references make ideas hard to follow.

Conclusion does not adequately convey the writer's insights.

Writing Assessment and Evaluation Rubrics

Name Class Date

Unit 3 Writing Process in Action: Descriptive Writing (pages 148–151) Analytic Evaluation Rubric

<p>Focus/Organization</p> <ul style="list-style-type: none"> • The essay focuses on a photograph, describing both its physical elements and emotional impact. • The description is appropriate for the readers of a photography exhibition catalog. • The organizational strategy is clear and contributes to the overall purpose of the piece. • The description views the scene from one particular vantage point and is limited to what the photograph would reveal or suggest. 	<p>Comments</p> <p style="text-align: right;">Score _____ /35</p>
<p>Elaboration/Support/Style</p> <ul style="list-style-type: none"> • Clear, vivid details help to re-create the place for the audience and support a central impression. • Metaphors, personification, and similes are used to reveal the work’s emotional impact. • Information about the exhibit and the photograph adds context to the description. • 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 submitted in an appropriate format. 	<p>Comments</p> <p style="text-align: right;">Score _____ /30</p>

Descriptive Writing

Engagement in the Writing Process

Comments

The student

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

Overall Score _____ /100

Copyright © The McGraw-Hill Companies, Inc.

Writing Assessment and Evaluation Rubrics

Name Class Date

Above-average Writing Model

Writing Process in Action: Descriptive Writing (Unit 3, pages 148–151)

Assignment: For a photography exhibition catalog, write a vivid one- to two-page description of a scenic photograph and convey its emotional impact.

The Eyes of the Ocean

The sea, a luminous gray, spills across the bottom of the picture. The brooding sky, like an echo of the sea, spreads itself across the top portion of the photograph. Between the two of them, a town huddles in shadow. The viewer finds herself unable to look away from the photograph. There seems to be some dark truth in it.

“Invisible Borders,” a color photograph by Mae Kelley, was taken from a boat about a mile off shore. The perspective captures a portion of the town that runs along the beach, but the buildings, silhouetted in the afternoon light, blend into a strange, dark mass. Only the windows of a few houses, reflecting the afternoon light, are visible to the observant eye, and the town looks small and forlorn, like a wrecked ship waiting to be saved.

In contrast, the viewer’s proximity to the ocean and the sky reveals breathtaking colors and shapes. A golden, whitish light pierces the grayish-teal sky as if it were thread weaving an intricate fabric. The sea flows into a liquid swirl of silvers, blues, and grays. This purposeful contrast between the dark, empty town and the rich, vibrant water and sky adds to the photograph’s unusual perspective, making it seem as if the viewer were looking at human civilization through the eyes of someone more sympathetic to nature than the average technology-minded human being. The work suggests how completely the majesty of nature can overshadow many human accomplishments. The result is a strange beauty that causes the viewer to ponder the way the natural and civilized worlds interact.

“Invisible Borders” is one of many beautiful, thought-provoking images of Massachusetts seascapes in this exhibition of Kelley’s work. Like the rest of the exhibition, the photograph invites us to contemplate ourselves within the larger natural world that surrounds us.

Summary: *This essay uses vivid word choices to convey a strong emotional response to the photograph—feelings such as loneliness and awe—without directly stating the emotions. Additionally, the method of organization (by order of importance) effectively combines the writer’s emotional response to the photograph and the physical description of it.*

This piece might receive a 4 if evaluated by the holistic scoring method. It might receive a 97 if evaluated by the analytic scoring method—33 points for Focus/Organization, 35 points for Elaboration/Support/Style, and 29 points for Grammar, Usage, and Mechanics.

Opening engages reader and suggests the photo’s impact.

Establishes vantage point; includes details to re-create photo and to convey emotions

Effectively uses transitions and vivid word choices

Maintains vantage point; presents a clear response to photo

Provides details about exhibition to add context to description

Name Class Date

Average Writing Model

Writing Process in Action: Descriptive Writing (Unit 3, pages 148–151)

Assignment: For a photography exhibition catalog, write a vivid one- to two-page description of a scenic photograph and convey its emotional impact.

Mae Kelley’s Invisible Border

The photograph, “Invisible Borders”, makes the viewer feel happy to be alive but also stirs up other complicated feelings as well. In the foreground there is the wonderful sea. The top part of the picture is dominated by the sky, heavy with clouds but not depressing. In the middle of the picture, between the sea and sky, is a town.

The photograph is divided into three parts. The bottom part of the photograph, the sea, quickly turns from water into a quilt of colors spread over the ground. Silver, blue, brown, yellow, and white are visible in the sea. It is amazing that all these colors can be picked out of an ocean. The shape of a small town is seen from a distance and looks like its sitting on the sea. The windows of some houses glow in the afternoon light. The town is surrounded by a beautiful sky. The joyful sky takes up the top portion of the picture.

This photograph is as beautiful as the famous paintings of nature found in museums. The work is that good—it could be in a museum. When you study the photo from up close, you see many details you missed. For instance, in the bottom left of the photograph, there is the masthead of a fishing boat. The ropes and cords look like an insect’s antennas reaching up to the sky in thanks, celebrating something we can never know.

“Invisible Border” is one of the photographs of fishing towns and the sea in this exhibition. Unlike some of the others, this one fills the viewer with an unusual combination of sadness and joy.

Summary: *This description attempts to use spatial order to present physical details about the photograph; however, the overall organization is ineffective. The piece introduces the photograph twice, first with general description, then with more specific details. Nevertheless, many sentences still lack adequate detail, and the emotional response is not adequately supported by the description. Also, the use of figurative language is awkward and unclear.*

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—24 points for Focus/Organization, 27 points for Elaboration/Support/Style, and 26 points for Grammar, Usage, and Mechanics.

Opening introduces photograph, but emotional response is not clear.

Includes some vivid details, but many word choices are too general

Uses figurative language, but idea is confusing

Provides details about exhibition, but conclusion’s suggestion of emotional impact lacks support

Name Class Date

Below-average Writing Model

Writing Process in Action: Descriptive Writing (Unit 3, pages 148–151)

Assignment: For a photography exhibition catalog, write a vivid one- to two-page description of a scenic photograph and convey its emotional impact.

Invisible Border

My favorite photo at the at the local museum is called, Invisible Border. This photo makes me feel happy to be alive.

In the front there is this wonderful sea. Mostly though it is of a sky which is filled with clouds but not exactly depressing. A town is in the middle of the photo. To me the photograph is like a painting. The sea looks like colors spread by a paintbrush over the ground. Blue, brown, yellow, white, and other colors. It is amazing that all these colors can be picked out of an ocean in a photo like this of mostly just water and the sky. At the bottom is what looks like a bunch of cords and poles. This may be part of a boat. You first notice the town though, because it makes the darkest shape in the photograph. It looks more like a shadow instead of a town, because its more just the shape of a small town seen from a distance not all the details up close. There is something shaped like a tower above the rest of the roofs where the windows of some houses glow a little bit though. The sky is my favorite part. It is amazing. A kind of joyfull sky.

Summary: *This description lacks an effective organizational strategy. The opening does not engage the reader, the ending is abrupt, and the writing throughout is weakened by poor grammar and vague language. Also, the writer's use of first-person point of view does not suit the purpose of the assignment. The piece could be improved by using more specific, concise language to create a clear, coherent description and by following a consistent organizing strategy—either spatial order or order of importance—in the third-person point of view.*

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—21 points for Focus/Organization, 23 points for Elaboration/Support/Style, and 20 points for Grammar, Usage, and Mechanics.

Opening presents topic but includes punctuation errors and an inappropriate point of view.

Includes a simile, but ideas are not effectively organized; punctuation and grammatical errors make description confusing

Language is repetitive and vague.

Writing Assessment and Evaluation Rubrics

Name Class Date

Unit 4 Writing Process in Action: Narrative Writing (pages 192–195) Analytic Evaluation Rubric

<p>Focus/Organization</p> <ul style="list-style-type: none"> • The narrative focuses on a pivotal event in the writer’s life. • The writing is appropriate for a chapter in a book of memoirs. • Events are arranged in an order that is clear. • A consistent point of view is used. 	<p>Comments</p> <p style="text-align: right;">Score _____ /35</p>
<p>Elaboration/Support/Style</p> <ul style="list-style-type: none"> • The narrative uses suspense to create and hold the audience’s interest. • Character, setting, and plot are described with sufficient and appropriate detail. • The dialogue is realistic and helps to advance the plot. • The tone is consistent and helps to convey a particular mood suited to the writer’s purpose. • The narrative shows the emotional impact of the 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 submitted in an appropriate format. 	<p>Comments</p> <p style="text-align: right;">Score _____ /30</p>

Narrative Writing

Engagement in the Writing Process

The student

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

Comments

Overall Score _____ /100

Copyright © The McGraw-Hill Companies, Inc.

Writing Assessment and Evaluation Rubrics

Name Class Date

Above-average Writing Model

Writing Process in Action: Narrative Writing (Unit 4, pages 192–195)

Assignment: Write a two-page narrative that could serve as part of a longer chapter about a pivotal event in your life.

A World of New Possibilities

When I was nine years old, our teacher explained to us that the universe was infinite and ever expanding. I remember sitting up straight in my seat and the walls of the classroom suddenly looking farther away, the room growing larger and more exciting before my eyes. At home, I told my older brother about my day. “Let me tell you something. In our world, nothing changes. Day in, day out, we go to school, come home, hang out, go to sleep. There’s nothing new under the sun,” he said.

Five years later, by tenth grade, the world really did seem as small and predictable as he’d described it. I felt trapped by the familiarity of my routine. Weekdays, I rode to school with my friend Jose in his rusty car with its torn suede seat covers and rumbling muffler. On weekends, I hung out with Jose and Luis at the mall.

Then one day at school a man I’d never seen before walked into my gym class. He was dark skinned and wore several heavy-looking beaded necklaces, a pair of baggy African-looking pants, and leather sandals. He carried himself like a dancer, but he was as muscular and wiry as a wrestler. From the other side of the gym, we stole glances at him while we finished our game of soccer. Something about that man’s presence made us all try harder. By the end of the class, I was panting with exertion but had scored two more goals. Our gym teacher called us over, and we all watched as he and this stranger clapped each other on the back.

“This is Paul Martin,” said our teacher. “He’s a friend of mine and a great dancer.”

“Hello,” Paul said, stepping forward and smiling confidently. “I’m here to recruit new members for a Capoeira troop.” Paul explained that Capoeira is a Brazilian martial art that has evolved into an extremely aerobic form of dance. “I’d like to invite a few of you to stay after class, based on your teacher’s recommendations,” he said. Then he demonstrated a few moves for us, jumping high in the air and twisting his body so that he spiraled as he hit the ground. He jumped up again and landed with his legs in a half-split.

Finally, he pulled out a piece of paper and read off some names. Jose’s name was on it, but mine wasn’t. “That’s it,” he said when no one else moved. Slowly, the other guys began trickling away. How could my name not be on the list when I wanted it to be so badly? My body felt heavy as I turned toward the locker room door.

Then I heard Paul’s deep voice behind me, “Oh, yes, and Bryce. Is there a Bryce?”

I’ve now been a member of Paul’s Capoeira troop for two years. I’ve performed all over Southern California with them, growing stronger in body and in mind.

That day in the gym, I felt the creaky wooden floor buckle and sway as my universe finally expanded.

Opening engages reader’s interest by re-creating a significant moment in writer’s life.

Details help to establish a specific mood and tone.

Uses vivid character description to introduce suspense

Dialogue is realistic and advances plot.

Carefully describes scene, but delays information to maintain suspense

Uses extended metaphor and direct statements to convey emotional impact

Summary: This narrative uses an extended metaphor to show the impact of an event.

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

Writing Assessment and Evaluation Rubrics

Name Class Date

Average Writing Model

Writing Process in Action: Narrative Writing (Unit 4, pages 192–195)

Assignment: Write a two-page narrative that could serve as part of a longer chapter about a pivotal event in your life.

Joining the Troop

Every day I drove to school with my friend Jose, in his tank-like car. On the weekends, we hung out at the mall and practiced our moves, head spins and other things. I liked to dance and play some sports and everyone knew it but it didn't seem like that would do anything special for my life.

One day during gym class a strange man walked in. He was dark-skinned and around his neck he wore a ton of necklaces, some strange pants, and sandals. He looked like pretty weird. We were playing a game of indoor soccer but we all kept looking at each other like “what is up with this guy?” But something about him made us all run harder. He was watching us but we didn't know why. We were watching him the whole time, too.

After the game was over, our gym teacher introduced him to us. “I want you all to meet Paul Martin. He's a friend of mine, and a very fine dancer” my teacher said.

Then Paul said “Hello. I'm looking for new members for our Capoeira troop”.

Capoeira is a kind of dance and martial art that is very difficult. Paul showed us a few moves. He jumped in the air and twisted his body and made a spiral in the air. He landed with his legs almost in a split. We were like “Wow!”

Someone said “Hey, its like breakdancing!”

Paul pulled out a piece of paper and read off some names. Jose's name was on it, but mine wasn't. I didn't move. Then Paul read my name which he'd missed on the list by mistake.

I've been a member of Paul's Capoeira troop for two years now. I've traveled around California performing with them. Dancing with the Capoeira troop makes me stronger in body and in mind every day.

Summary: *This narrative presents an event but doesn't adequately address its emotional significance. The writing would be improved by paying greater attention to the order of events, by adding more effective transitions and vivid details to create suspense, and by more clearly showing how the experience impacted the writer emotionally.*

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—26 points for Focus/Organization, 27 points for Elaboration/Support/Style, and 25 points for Grammar, Usage, and Mechanics.

Opening suggests a possible conflict but contains vague language and grammatical errors.

Includes strong details to establish character, but lacks an effective order

Dialogue is incorrectly punctuated.

Includes helpful background information, but lacks clear transitions

Order of events is clear, but plot lacks suspense.

Implies that the experience was significant, but doesn't show its emotional impact

Name Class Date

Below-average Writing Model

Writing Process in Action: Narrative Writing (Unit 4, pages 192–195)

Assignment: Write a two-page narrative that could serve as part of a longer chapter about a pivotal event in your life.

Dancing Capoeira

An important thing happened in 10th grade when I met Paul who teaches Capoeira and started a troop for people who practice this kind of dance. Before I started doing Capoeira I was always bored and I had nothing that I was good at. Also, I was out of shape then. Now I've been a member of Paul's Capoeira troop for almost two years and I've been all over performing with them.

One day Paul walked into our Gym class. He was auditioning us without us even knowing it and so while we played indoor soccer he watched the way we ran. Or our other athletic abilities and stuff like that. Capoeira takes a lot of upper body strength. Capoeira is done usually to live drumming. When I first started to do Capoeira my body hurt like crazy but now I am a lot more strong. I can bench more than 190 pounds easy.

Because they were friends our teacher introduced us to Paul. He told us about Capoeira. Then he called some names but mine wasn't on the list. I didn't understand why not. But I played it cool, but inside I was hurt.

Then Paul said "Oh yeah, is Bryce here?"

"Yeah" I said. He had just forgot my name on the list somehow.

Summary: *This narrative attempts to respond to the prompt, but the writing shows a poor understanding of plot and doesn't attempt to use any suspense-creating devices to hold the reader's interest. In addition, the piece lacks vivid details and includes grammatical errors that interfere with its meaning. The writing could be improved by using a careful, sequential ordering of events to retell the story and by adding more vivid details to convey the emotional impact of the event and to capture the reader's interest.*

This piece might receive a 1 if evaluated by the holistic scoring method. It might receive a 67 if evaluated by the analytic scoring method—21 points for Focus/Organization, 23 points for Elaboration/Support/Style, and 23 points for Grammar, Usage, and Mechanics.

Opening tries to explain the impact of event on writer's life but lacks suspense.

Introduces some relevant details, but grammatical errors and irrelevant details make the paragraph confusing

Language is vague and repetitive; writing lacks sufficient detail.

Dialogue sounds realistic but does not add suspense or convey emotion.

Writing Assessment and Evaluation Rubrics

Name Class Date

Expository Writing: Explaining and Informing Analytic Evaluation Rubric

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

Expository Writing

Engagement in the Writing Process

Comments

The student

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

Overall Score _____ /100

Copyright © The McGraw-Hill Companies, Inc.

Writing Assessment and Evaluation Rubrics

Name Class Date

Expository Writing: Cause and Effect Analytic Evaluation Rubric

<p>Focus/Organization</p> <ul style="list-style-type: none"> • The cause-and-effect relationships are clearly explained and convincing. • The explanation is appropriate for its intended audience. • Causes and effects are organized in a clear pattern that contributes to the meaning of the piece. 	<p>Comments</p> <p style="text-align: right;">Score _____ /35</p>
<p>Elaboration/Support/Style</p> <ul style="list-style-type: none"> • Sufficient details are used to clarify cause-and-effect relationships. • Effective transition words are used to connect causes and effects. 	<p>Comments</p> <p style="text-align: right;">Score _____ /35</p>
<p>Grammar, Usage, and Mechanics</p> <ul style="list-style-type: none"> • The writing is free of misspellings, and words are capitalized correctly. • Sentences are punctuated correctly, and the piece is free of fragments and run-ons. • Standard English usage is employed. • The paper is neat, legible, and presented in an appropriate format. 	<p>Comments</p> <p style="text-align: right;">Score _____ /30</p>

Engagement in the Writing Process

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: Analysis Analytic Evaluation Rubric

<p>Focus/Organization</p> <ul style="list-style-type: none"> • The opening paragraph contains a clear statement of the subject and indicates the perspective from which it will be considered. • The subject is examined closely, and its different parts or aspects are identified. • The writing focuses on the writer’s interpretation of the subject. 	<p>Comments</p> <p style="text-align: right;">Score _____ /35</p>
<p>Elaboration/Support/Style</p> <ul style="list-style-type: none"> • Relevant details, which may include quotations, facts, and statistics, are used to support the writer’s interpretation. • The language is clear and precise and works to convey the writer’s interpretation. • Transition words help make the relationships between ideas clear. 	<p>Comments</p> <p style="text-align: right;">Score _____ /35</p>
<p>Grammar, Usage, and Mechanics</p> <ul style="list-style-type: none"> • The writing is free of misspellings, and words are capitalized correctly. • Sentences are punctuated correctly, and the piece is free of fragments and run-ons. • 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

Copyright © The McGraw-Hill Companies, Inc.

Writing Assessment and Evaluation Rubrics

Name Class Date

Unit 2 Writing Process in Action: The Writing Process (pages 98–101) Analytic Evaluation Rubric

<p>Focus/Organization</p> <ul style="list-style-type: none"> • The piece defines artistic greatness and includes specific references to an artist’s or writer’s life and work as an example. • The essay has a clear thesis statement, an engaging introduction, and a coherent conclusion. • The writing is appropriate for an art review magazine with an audience of classmates and teachers. • The ideas and details are organized in a logical order. 	<p>Comments</p> <p style="text-align: right;">Score _____ /35</p>
<p>Elaboration/Support/Style</p> <ul style="list-style-type: none"> • A variety of clear and relevant details support the main idea and add interest to the writing. • Personal opinions are supported by facts. • The writing maintains a consistent, knowledgeable tone suited to the audience. • The vocabulary is precise, and unfamiliar words are explained. • Transitions help to clarify the description. 	<p>Comments</p> <p style="text-align: right;">Score _____ /35</p>
<p>Grammar, Usage, and Mechanics</p> <ul style="list-style-type: none"> • The writing is free of misspellings, and words are capitalized correctly. • Sentences are punctuated correctly, and the piece is free of fragments and run-ons. • Standard English usage is employed. • The paper is neat, legible, and presented in an appropriate format. 	<p>Comments</p> <p style="text-align: right;">Score _____ /30</p>

Engagement in the Writing Process

Comments

The student

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

Overall Score _____ /100

Writing Assessment and Evaluation Rubrics

Name Class Date

Above-average Writing Model

Writing Process in Action: The Writing Process (Unit 2, pages 98–101)

Assignment: For an art review magazine, write a one-page essay to define artistic greatness, using a particular artist’s life and work as an extended example.

Frida Kahlo’s Personal Vision

What makes a truly great artist? It’s not how popular the artist is or how much the person’s work brings at an auction or gallery after he or she is dead. To me, a great artist is defined by an undeterred dedication to his or her unique personal vision, no matter how difficult or unpopular that vision may be.

The Mexican painter Frida Kahlo is an example of this kind of artistic individualism. She and her husband, the celebrated muralist Diego Rivera, were both socialists, and their work reflected their political beliefs. But while Rivera’s work was often overtly political in its subject matter, Kahlo’s paintings didn’t preach. Instead, she used her work to explore her Mexican identity.

Kahlo’s work went unappreciated in the 1930s—her career was dwarfed by Rivera’s much greater reputation. Because she was a woman painting portraits, rather than a man tackling politics, her work was considered insignificant. Still, Kahlo was determined to pursue her art. She started painting after a horrible bus accident in 1925, in which a metal railing pierced her pelvis. The accident left her in chronic pain for the rest of her life, but while she was recuperating she taught herself to paint.

Her vision was highly idiosyncratic. She’s best known for her colorful, fantastic self-portraits. Because her accident left her unable to have children, she often surrounded herself with pets; in one of her most well-known paintings, *Self-portrait with Monkeys*, she shows herself surrounded by monkeys, which clamber over her like babies. In another painting, *The Broken Column*, her body is in a metal brace and split open to show her spine. Her art was often primitive and literal. For example, to show sadness she painted tears running down her face. Some critics think her style is simplistic, but I think her work is powerful and direct.

Her emphasis on self-portraiture, her commitment to Mexican culture, and her willingness to reveal her painful life in her paintings all contributed to the dismissal of her talent when she was alive. Now, forty-five years after her death, Frida Kahlo’s art finally has been “discovered.” Her paintings have sold for as much as \$3.2 million, and celebrities such as Madonna collect Kahlo’s work. However, it’s not the sudden interest in her work or its monetary value that confirms her greatness. Frida Kahlo long ago proved her incredible talent by purposefully fulfilling her own artistic vision despite all the obstacles life threw in her path.

Summary: *This essay successfully fulfills both parts of the assignment.*

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

Opening presents thesis and uses questions and examples to engage reader’s interest in subject.

Introduces a specific artist as an extended example

Uses a precise, sophisticated vocabulary to maintain a knowledgeable tone

Relevant details and facts support the writer’s opinions and add interest to the writing.

Conclusion summarizes ideas and restates the thesis.

Writing Assessment and Evaluation Rubrics

Name Class Date

Average Writing Model

Writing Process in Action: The Writing Process (Unit 2, pages 98–101)

Assignment: For an art review magazine, write a one-page essay to define artistic greatness, using a particular artist's life and work as an extended example.

Frida Kahlo

What makes a truly great artist? It's not how popular they are, or how much their work is worth after they're dead. To me, what makes a great artist is that artist's dedication to his or her own personal vision, even if his or her vision is unpopular.

The Mexican painter Frida Kahlo is an example of this kind of dedication. Her art style was inspired by the Mexican folk traditions which she loved. Because of her love for this folk art, she often dressed in traditional Mexican clothes. Her husband was also a painter, the muralist Diego Rivera. They were both socialists and their work reflected their beliefs. But Rivera's work was often very political in its subject matter, while Kahlo's wasn't, because she mostly painted self-portraits.

Kahlo's work wasn't appreciated while she was alive. Her work was considered less important than her husband's and other men's because she was a woman and she painted portraits. But she was very stubborn and refused to give up anyway. She started painting after an awful bus accident in 1925 where a metal rail went through her body. She was in the hospital for a long time, and the accident left her in pain for the rest of her life. But while she was recovering she taught herself to paint.

Her vision was very unique. She's best known for her self-portraits—wild paintings of herself surrounded by various things symbolizing different parts of her life. For instance, in one painting, called "Self-portrait with Monkeys," she shows herself surrounded by monkeys. Another painting "The Broken Columns" shows her spinal column. Her art is very powerful and direct.

Frida Kahlo wasn't very popular when she was alive, but now that she's dead she's been discovered. Her paintings have sold for millions of dollars and famous stars like Madonna collect her work now. But I think her artistic greatness was shown while she was alive by her strong belief in her own artistic vision despite all the problems she had in her life.

Summary: *This essay fulfills the assignment by addressing both parts of the prompt, but the writing is repetitive and vague in places. Conducting more extensive research could have resulted in the writer being able to add more specific details to the essay, which, when combined with careful editing to avoid repetition, would make the writing stronger.*

This piece might receive a 3 if evaluated by the holistic scoring method. It might receive an 84 if evaluated by the analytic scoring method—30 points for Focus/Organization, 28 points for Elaboration/Support/Style, and 26 points for Grammar, Usage, and Mechanics.

Opening clearly presents thesis.

Introduces artist as an example, but sentences need stronger transitions or more elaboration to connect to topic sentence

Includes relevant details, but writing is repetitive

Follows a logical order, but many word choices and details are vague

Conclusion restates thesis, but ideas lack an effective transition.

Writing Assessment and Evaluation Rubrics

Name Class Date

Below-average Writing Model

Writing Process in Action: The Writing Process (Unit 2, pages 98–101)

Assignment: For an art review magazine, write a one-page essay to define artistic greatness, using a particular artist’s life and work as an extended example.

Artistic Greatness

I really like the paintings of Frida Kahlo. I think she was a unique painter and a very interesting woman. She had a tough life. She was Mexican and married Diego Rivera another painter more famous than her. But they was both very talented. Frida Kahlo painted mostly her self sometimes with flowers or animals or things on her head.

Opening introduces a specific artist but lacks a clear thesis.

When she was young she got in a horrible accident. She was on the bus in Mexico city and the bus hit an other car and then a pole went threw her body. She was in the hospital for a long time but she keeps painting still. All the rest of her life she was in horrible pain. There was one famous painting of her accident that she made where it shows her lyeing on the ground with the pole threw her middle. Its pretty gross.

Focuses on insignificant details; many word choices are vague or overly informal

Madonna has a lot of Frida Kahlo art and she helped make her more famous. She died in 1954. She wasn’t very well known when she was alive but now her paintings are worth a lot of money. Thats one way for some people of telling she’s succesfull now. Now that her painting are worth so much everyone must agree that she was definately a great artist.

Attempts to define artistic greatness, but language is awkward and lacks adequate support

Summary: *This essay focuses on a particular painter the writer admires but doesn’t address the question of what makes an artist great until the last two sentences. In addition, the writing uses vague language, does not adequately support opinions with facts and examples, and includes many misspellings and grammatical errors that would make it unacceptable as a submission to an art review magazine. The writing could be improved by revising it to include a clear thesis statement in the opening, by adding more specific supporting details, and by connecting the example of Frida Kahlo to the writer’s own definition of artistic greatness.*

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—23 points for Focus/Organization, 20 points for Elaboration/Support/Style, and 21 points for Grammar, Usage, and Mechanics.

Writing Assessment and Evaluation Rubrics

Name Class Date

Unit 5 Writing Process in Action: Expository Writing (pages 256–259) Analytic Evaluation Rubric

<p>Focus/Organization</p> <ul style="list-style-type: none"> • The essay explains how an invention has affected the writer’s life or society as a whole. • The essay identifies the cause-and-effect relationship between a technology and changes in behaviors or attitudes. • The introduction includes a thesis statement that defines the purpose of the writing. • The conclusion provides a sense of completion. 	<p>Comments</p> <p style="text-align: right;">Score _____ /35</p>
<p>Elaboration/Support/Style</p> <ul style="list-style-type: none"> • Examples, incidents, facts, and reasons support all general statements and ideas. • Transition words help make causes and effects clear. • Unfamiliar terms are explained and necessary background information is provided. • The tone of the explanation is appropriate for a panel of inventors judging an essay contest. 	<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

Copyright © The McGraw-Hill Companies, Inc.

Expository Writing

Writing Assessment and Evaluation Rubrics

Name Class Date

Above-average Writing Model

Writing Process in Action: Expository Writing (Unit 5, pages 256–257)

Assignment: Write an expository essay that explains what technological invention has had the strongest influence on your life or on society as a whole.

The Cell Phone Century

Despite statistics that show it is dangerous to drive while talking on a phone, people continue to gab while driving down the freeway. Why? Mobile phones are one of those rare inventions that alter our lives so immediately and so completely that, despite the drawbacks, suddenly we cannot imagine life without them. We are only starting to experience the profound changes mobile phones will have on our relationship to our work, to each other, and to our natural environment.

Cell phones are one type of mobile phone. As a result of cell phone technology, commuting is no longer considered “dead time”; instead, travel time is an extension of the workday. Despite the fact that some people are worried that the proliferation of cell phones in the “workplace” lessens their time for reflection and relaxation, owning and carrying a cell phone is quickly becoming a job requirement. Some companies even give employees cell phones. Because of this, the notion of leaving work behind at the office is becoming obsolete.

Mobile phones are also transforming the way people socialize. No longer does the girl “wait by the phone” for the guy to call. As a result of the mobility of cell phones, for example, she can slip her phone in her purse and go out with her girlfriends. In addition, as a result of the effect of cell phones, people now just hook up instead of calling in advance and making dates to meet. Unquestionably, mobile phones are transforming our ways of socializing.

Some newer types of phones are even changing our relationship to our environment. These mobile phones use satellites, rather than radio waves, to allow us to communicate not just within a pre-marked “cell” but from anywhere on the earth to anywhere else on the earth. Historically speaking, people have trekked to the North Pole, to the Himalayas, and through the Sahara Desert for the experience of being far from human contact. Satellite technology is beginning to make this kind of isolation an anachronism.

Cell phones are clearly here to stay. They will continue to proliferate because they meet the needs of a fast-paced and mobile twenty-first-century society. Because of this, we can expect the workday to expand, social life to become more fluid, and the universe to seem ever smaller. Despite the many benefits of the new technology, it remains to be seen what price we may have to pay for always being “in touch” with each other.

Summary: *This essay effectively shows the relationship between an invention and society.*

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.

Uses a relevant fact to establish topic and draw the reader in

Introduction suggests the approach the essay will take.

Uses transitional words to establish cause-and-effect relationship

Body of essay supports thesis

Good use of logical reasoning to clarify cause-and-effect relationship

Concludes effectively by summarizing the main points of the essay and hinting at future consequences

Writing Assessment and Evaluation Rubrics

Name Class Date

Average Writing Model

Writing Process in Action: Expository Writing (Unit 5, pages 256–257)

Assignment: Write an expository essay that explains what technological invention has had the strongest influence on your life or on society as a whole.

A Chorus of Cell Phones Change the Tune

People are in love with cell phones. They're addicted to them. Cell phones are one of those rare inventions that change the way we live our lives.

In our fast-paced society, cell phones allow us to do more things simultaneously. For example, if you're ever on a commuter train in the morning you hear cell phones ring and people answering in their business voices, talking to assistants, and scheduling meetings with clients. Commuting time is no longer "dead time," but rather an extension of the workday. Despite the fact that some people complain that cell phones are causing them to have less time with their families, for reflection, and for relaxation, owning a carrying a cell phone is now basically a job requirement. Indeed, the expectation in the business world is that, as an employee, you must have a cell phone. I've even heard of companies that give cell phones to new employees to keep.

How many songs have been sung about the girl waiting by the phone for a guy to call? You won't hear songs about this predicament anymore. Now that girl can slip her little cell phone in her purse and go out on the town with her girlfriends. If he calls, he calls; if not, she'll still have a good time. Another way cell phones have impacted the way teenagers socialize can be seen in the language. For example, the new term for getting together socially is "hook up." Before everyone carried a cell phone, "hook up" was only used when talking about getting your telephone service installed. Due to the popularity of cell phones, our patterns of socializing are obviously in the process of changing.

Our society has always been fascinated with frontier lands, with "getting away," beyond the reach of human contact. For example, people trek to the North Pole, to the Himalayas, through the Sahara Desert, all for the experience of being beyond the reach of human civilization. There are other types of mobile phones that aren't cell phones. These work by satellite technology and allow communication anywhere on the planet. This is a new concept for us and it challenges our romantic ideas about "getting away."

Human ingenuity is a great thing, but it is unclear what it will lead to.

Summary: While the essay is often informative and engaging, the introduction does not include a clear thesis, and the supporting paragraphs often lose focus. Including more effective transitions and a more thoughtful conclusion could make the cause-and-effect relationships and their significance to society more clear.

This piece might receive a 3 if evaluated by the holistic scoring method. It might receive an 86 if evaluated by the analytic scoring method—28 points for Focus/Organization, 31 points for Elaboration/Support/Style, and 27 points for Grammar, Usage, and Mechanics.

Thesis lacks specificity.

Effective topic sentence and good supporting details

Abrupt introduction of a new idea

Oversimplifies people's motivations and doesn't fully explain ideas

Vague conclusion

Writing Assessment and Evaluation Rubrics

Name Class Date

Below-average Writing Model

Writing Process in Action: Expository Writing (Unit 5, pages 256–257)

Assignment: Write an expository essay that explains what technological invention has had the strongest influence on your life or on society as a whole.

Cell Phones Rule!

People are in love with cell phones. Their addicted to them. Everywhere you look there are cell phones.

With cell phones we can do a bunch of things at the same time. For example, we can drive, listen to music and talk on the phone. Where ever you are your always hearing cell phones ringing and people answering them, talking to their secretaries and scheduling bussiness meetings. People work longer hours now. Some compa-nies give free cell phones to new employees and sometimes they give the new employees laptops also. Also girls don't wait by the phone for guys to call them any-more because the they can just put their cell phone in their bag and go out partying and if they hook up with the guy, then that's cool but if they don't then that's also cool. I never wait for anyone to call me anymore because they know where to reach me if they want to. Why? That's cause cell phones are changing everything.

Cell phones are based on satellite technology. Satellite technology allows com-munication anywhere on the planet. This is a new concept for us. Some people always like going beyond the reach of human contact. For example, to the North Pole, the Himalayas, through the Sahara Desert. Because of cell phones they can't do it no more though.

Just like everyone else, I love my cell phone. One thing is for sure cell phones are changing everything.

Lacks thesis

Lack of transitions makes the cause-and-effect relationship unclear.

Inappropriate language for an audience of judges

Inaccurate information misleads the reader.

Conclusion provides closure.

Summary: *This essay shows evidence of an attempt to respond to the assignment, but it is poorly organized, lacks a thesis statement, and uses language inappropriate to its audience. In addition, the writing includes misinformation. The paper would be improved if a clear thesis stated the societal impact of cell phones and if the body paragraphs used transition words and supporting facts to make the relationship between cell phones and societal changes clear.*

This essay might receive a 1 if evaluated by the holistic method. It might receive a 68 if evaluated by the analytic scoring method—25 points for Focus/Organization, 23 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 306–309) Analytic Evaluation Rubric

<p>Focus/Organization</p> <ul style="list-style-type: none"> • The essay makes a case for the importance of a particular influence on personal or cultural identity. • The introductory paragraph contains a clear thesis. • Ideas are organized in way that contributes to the strength of the argument. • A strong conclusion reinforces the thesis. 	<p>Comments</p> <p style="text-align: right;">Score _____ /35</p>
<p>Elaboration/Support/Style</p> <ul style="list-style-type: none"> • Each part of the argument is adequately supported with evidence. • All of the evidence is related to the argument. • The essay incorporates an anecdote and engages the reader through the use of humor, vivid language, or interesting detail. • The tone is appropriate to an international audience of high school students. 	<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 the form of a business letter. 	<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 306–309)

Assignment: Write a three- to five-page persuasive essay supporting the position that a particular cultural ingredient is of paramount importance in making people who they are.

Family Ties

I believe that one of the factors that most influences all of our characters is our relationship to the family unit. Whether we believe that the individual is more important than the family as a whole or whether we believe that the family's needs are more important than any one individual's, the attitude towards family affects each of us in profound ways. Where we live, who we live with, and how our personalities develop are to a large part determined by how we see ourselves in relation to our families. And as a Vietnamese American now living in the United States, I believe that how we see ourselves in relation to our families is to a large part determined by our cultural background.

Has clear thesis

It seems to me that, in general, Americans often put their individual freedom before their obligation to a family group. The fact that the United States has the highest divorce rate in the Western world supports my claim. If a husband or wife isn't personally happy in a marriage, he or she will often opt to break up the family unit in order to pursue his or her individual goals. If adult children need to move to another state to advance in their careers, they are almost always willing to leave behind their parents and other family members to do so. Instead of taking the time and energy to take care of elderly parents, grandparents, aunts, or uncles, Americans will often encourage their older relatives to move to an institution and pay for care. All of this is in keeping with many other American values—the desire for personal freedom, economic advancement, and new possessions and experiences.

Uses fact to support thesis

Uses parallel structure to emphasize point

This attitude spreads from the culture at large and from the older generation to the younger one. Most of my second- and third-generation and can't-remember-who-came-here-when friends don't feel a strong obligation to their families. While American parents are busy pursuing their dreams and getting ahead, their children are expected to do so too. My friend Tom, a third-generation American, was deserted by his father and raised by his mother who had little time to spend with him. She was busy working as well as going to school to fulfill her dream of getting a medical degree. Tom only saw his grandparents about once a year. He has never felt part of a family, so he feels no obligation to one. "I'm glad I don't owe a whole bunch of people something just because of a blood bond. If someone gets my loyalty, it is because they deserve it." Tom plans to go to the best college he gets into no matter how far away it is from his mother, and once he leaves home for college he doesn't plan on ever living with his mother again. "I love her and everything, but I want to be on my own. Sometimes she feels like she can tell me what to do, and I can't stand that." Obviously, Tom has confidence in his ability to be on his own. He's independent and adventuresome, but some people might call him disrespectful and rash. These parts of his personality are all related to his views on family.

Supports thesis with real-world examples and quotations

Argument is based on sound inductive reasoning.

Many of my other American friends share Tom's attitudes, even if both of their parents are together. When these friends talk about where they'll go to college and

Name Class Date

Above-average Writing Model (continued)

where they'll live after college, most of them say that being near their parents is not a consideration (although being not near them sometimes is). My friends who work spend their money on CDs and clothes; they would never think of giving it to other family members. American teenagers often consider their friends more important than their family. For instance, when my American friend Jana was trying to decide whether or not to quit the track team last year, she talked to me about it for days. She only told her family about it after her decision had been made. Her family's opinion is just not that important to her. She makes independent decisions based on her own set of criteria. As with Tom, the typical American family relationships seem to help people develop the qualities of independence and confidence but also some degree of selfishness.

Anecdote supports argument.

However, some other cultures place much more emphasis on the family unit and much less emphasis on the individual. For example, in my Vietnamese culture, every person has a strong obligation to his or her family as a whole. This attitude extends out from the nuclear family and includes a larger group of relatives—aunts, uncles, cousins, grandparents, and grandchildren are all responsible for one another. This responsibility plays out in many ways, affecting the lives of all who live within the family. For example, if anyone needs financial support, medical help, or a place to stay, family members are obliged to provide it if at all possible. This means that although I can't count on privacy or free time or getting lots of new things for myself, I can count on having help if I ever need it. In this sense, my relationship to my family decreases my sense of individualism and increases my sense of security. Because of this, I think I feel less restless than some of my friends.

Transition helps signal the second part of the argument.

In Vietnamese culture, children, especially, are expected to put their family's needs at least on par with, if not before, their own. Such is the case in my family. My great-aunt lives with us, and when she needs to go to the doctor I always take her, even if I already had plans with my friends. My sister and I turn over almost all of our summer job money to my mother who uses it to buy groceries and to save for our college.

Some of my American friends feel sorry for me and think my parents are strict and unfair, but they shouldn't. Unlike my friend Tom, I have had the good fortune to know that there's a group of people made up of all generations to whom I belong. My closeness to my family means that I'm not as adventuresome as my friends, so I sometimes say no when they want to go on a road trip to Houston at the last minute. It also means that I'm not as independent as my friends, so I'm going to try to go to a college that will let me live at home for the first year. But I believe that my family relationships have helped make me into a responsible, secure, and loving person. I also believe that everyone else's relationship to their family has affected them in some very profound ways, too.

Connects earlier examples to the rest of the essay

Concludes by summarizing ways in which the cultural ingredients affect a person

Summary: *This essay makes a persuasive case for the importance of one's relationship to one's family in determining personal qualities. The argument is well organized and well supported by specific, sometimes personal, examples.*

This essay would probably receive a 4 if evaluated by the holistic scoring method. It might receive a 97 if evaluated according to the analytic scoring method—34 points for Focus/Organization, 33 points for Elaboration/Style/Support, 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 306–309)

Assignment: Write a three- to five-page persuasive essay supporting the position that a particular cultural ingredient is of paramount importance in making people who they are.

Individual Americans

I once heard a line in an old Western. One cowboy said to the other. “We don’t owe anyone anything, except the people we owe money to.” The dream all Americans are born with is to pursue their individual destinies. But what about the people we leave behind, who may need us? They are just holding us back, they are selfish. The thing that makes Americans most different from people of other cultures is their attitudes about the responsibilities of an individual to family. Americans don’t think they have much of responsibility even to their own families.

Has effective, humorous opening

But how much do these cultural attitudes about individualism really affect us? Perhaps more than we’d like to admit. My friend’s uncle Johnny came from a big Italian family that really values family. Growing up, each person had a role. He now uses the skills he learned growing up, as a happy house-dad.

Strong topic sentence, but connection between sentence and example is not clear

Tom is a third-generation American. When he was growing up, his mom was working a job and going to medical school at the same time. He told me he doesn’t think of himself as having a family. He said, “I’m glad I don’t owe a whole bunch of people something just because of a blood bond.”

Relevant example but not sufficiently elaborated upon

In Vietnam, children are expected to put their family’s needs before their own. Such is the case in my family. All my sisters and I have turned over our summer job money to my mother who uses it to buy groceries and for our education. My friends feel sorry for me but maybe they should be envious: think of all the self-control I’m learning!

Maybe in the long run my financial responsibility to my family will help build character. Maybe it will make me stronger to share the responsibility for my nourishment and education. I am the youngest daughter in my family, and in Vietnamese culture, the youngest daughter has a particular responsibility to her parents: she’s the one who will dedicate her life to caring for them in old age. A lot of Americans do charity, but then they’ll kick one of their own family members out of the house and put them in a nursing home. My friend Shirley’s grandma is in a nursing home and there’s nothing wrong with her that I can see.

Paragraph loses focus and includes some irrelevant information.

The ideas that you grow up with about the importance of an individual to a family are really important.

Conclusion is too vague.

Summary: *This essay has a clear thesis, but some of its supporting paragraphs feel incomplete or unfocused. It could be improved by more supporting evidence—especially anecdotes—and by paying more attention to transitions. Elaborating on the ideas presented could also help to bring the essay to the assigned length.*

This essay might receive a 2 if evaluated by the holistic scoring method. It might receive a 75 if evaluated by the analytic scoring method—22 points for Focus/Organization, 25 points for Elaboration/Support/Style, and 28 points for Grammar, Usage, and Mechanics.

Writing Assessment and Evaluation Rubrics

Name Class Date

Below-average Writing Model

Writing Process in Action: Persuasive Writing (Unit 6, pages 306–309)

Assignment: Write a three- to five-page persuasive essay supporting the position that a particular cultural ingredient is of paramount importance in making people who they are.

Daughter's Duty

I once heard a line in an old Western. One cowboy said to the other. “We don’t owe anyone anything, except the people we owe money to.” But what about the people we leave behind, who may need us and suffer from our absence? They just holding us back they are selfish and dependent. Americans don’t think they have a responsibility to other people. My friends’ summer job money gets spent on CDs and cool clothes. My summer job money goes straight into my mother’s pocket-book for groceries and for bills. Other Vietnamese families its sometimes like this too. These are different cultural attitudes. They affect our lives—as you can see, my friends have a lot more money than I do. My friend Tom is a third generation American. He works at a pet store after school. His mom isn’t home until late. His mom was never home when he was growing up. She was working and in med school. Is this selfish? I don’t know, but I think so. She needed job to pay for everything because his father left them, but still. That’s just wrong. He told me he doesn’t think of himself as having a family. He never sees his grandparents or cousins. He says he’s glad he don’t owe whole bunch of people something just because of blood.

In Vietnam, children are expected to put their family’s needs before their own. Like in my family. All my sisters and I have turned over our summer job money to my mother who uses it to buy groceries. My friends feel sorry for me and say my mom is cruel, but she only doing what she needs to do for the family. This makes me me.

I am the youngest daughter in my family and in Vietnamese culture, the youngest daughter has responsibility of taking care of her parents when they are old and sick. On the other hand, a lot of Americans do charity, but then they’ll kick one of their own family members out of the house and put them in a nursing home. My friend Shirleys’ grandma is in a nursing home and there’s nothing wrong with her that I can see.

Has an engaging opening but lacks an effective thesis

Attempts to address the assigned topic

Tone is overly informal.

Relationship between ideas is not clear.

Lacks a conclusion

Summary: *Although it attempts to treat the assigned topic, this essay lacks a clear thesis and organizational structure. The piece also doesn’t contain much supporting evidence and does not come close to meeting the assigned length. The writing could be improved if the writer did some more freewriting on the topic, focusing on how specific people’s relationships to their families affect the way they develop. Then the ideas generated in the freewriting could be presented in some kind of logical order.*

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