

Writer's Choice
Grammar and Composition

Writing Assessment and Evaluation Rubrics

Grade 6

 **Glencoe
McGraw-Hill**

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

Glencoe/McGraw-Hill



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Printed in the United States of America.

Send all inquiries to:
Glencoe/McGraw-Hill
8787 Orion Place
Columbus, OH 43240-4027

ISBN 0-07-823230-9

1 2 3 4 5 6 7 8 9 045 04 03 02 01 00

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How to Use This Ancillary

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 them. In addition, annotated above-average, average, and below-average models of each Writing Process in Action assignment are provided. Each model includes a summary that identifies the piece's strengths and weaknesses, presents revision strategies, and suggests the holistic and analytic scores the model might receive.

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

Writing Assessment and Evaluation Rubrics

Guide to Writing Assignments and Corresponding Rubrics

<i>Writer's Choice Assignments</i>	Rubrics	<i>Writer's Choice Assignments</i>	Rubrics
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p. 11 Cross-Curricular Activity	10, 14, 17, 22	p. 159 Write a Dialogue	10, 14
p. 15 Write a Journal Entry	10, 14, 17	p. 159 Cross-Curricular Activity	10, 14, 22, 27
p. 19 Write a Friendly Letter	10, 14, 17	p. 163 Write a Narrative About Learning a Skill	10, 14, 27
p. 19 Listening and Speaking	10, 14, 17	p. 167 Write a Brief Biography	10, 14, 27
p. 23 Cross-Curricular Activity	10, 14, 22	p. 168 Unit 4 Writing Process in Action	10, 14, 27, 28
p. 23 Viewing and Representing	10, 14, 22	p. 189 Write an Explanation of a Game	10, 14, 32
p. 24 Unit 1 Writing Process in Action	10, 14, 17, 18	p. 193 Write a Comparison-Contrast Piece	10, 14, 33
p. 35 Writing Across the Curriculum	10, 14, 17	p. 193 Listening and Speaking	10, 14, 33
p. 45 Write About Your Writing Process	10, 14, 17	p. 197 Write a "How to" Explanation	10, 14, 32
p. 57 Cross-Curricular Activity	10, 14, 27, 32	p. 197 Cross-Curricular Activity	10, 14, 32
p. 61 Revise Your Draft	10, 14, 27, 32	p. 201 Write a Report	10, 14, 34
p. 65 Cross-Curricular Activity	10, 14	p. 205 Write a Book Report	10, 14, 34
p. 69 Viewing and Representing	10, 14, 22	p. 206 Unit 5 Writing Process in Action	10, 14, 32, 39
p. 73 Edit Your Draft	10, 14, 27, 32	p. 215 Writing Across the Curriculum	10, 14, 33
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p. 113 Cross-Curricular Activity	10, 14, 22	p. 238 Unit 6 Writing Process in Action	10, 14, 43, 44
p. 117 Write a Description of Art	10, 14, 22	p. 247 Writing Across the Curriculum	10, 14, 43
p. 117 Cross-Curricular Activity	10, 14, 22	p. 273 Activity: Write a Business Letter	10, 14
p. 121 Describe a Scene	10, 14, 22	p. 277 Activity: Write a Memo	10, 14, 32
p. 121 Listening and Speaking	10, 14, 22	p. 285 Activity: Write a Set of Instructions	10, 14, 32
p. 125 Describe a Place	10, 14, 22	p. 289 Activity: Write a Brief Report	10, 14, 34
p. 129 Write a Travel Brochure	10, 14, 22	p. 637 Exercise 6	10, 14, 32, 34
p. 130 Unit 3 Writing Process in Action	10, 14, 22, 23		
p. 141 Writing Across the Curriculum	10, 14, 17, 22		
p. 151 Write About the Past	10, 14, 27		
p. 151 Listening and Speaking	10, 14, 27		

Strategies for Effective Writing Assessment

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

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

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

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

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

Writing Assessment and Evaluation Rubrics

- **Provide opportunities for feedback.** Whenever possible, give students feedback about their writing to help them understand their strengths and weaknesses and identify what parts or aspects of their writing need to be improved. Providing frequent feedback can also be valuable in helping to identify patterns of growth, providing direction for a student's individual development, and helping students improve their abilities to assess their own work and respond to the writing of others. Feedback may be provided in writing or in conversation during a conference with the student. Different kinds of feedback may also be provided through peer assessment.
- **Encourage self- and peer assessment.** Students can develop a clear sense of their abilities by evaluating their own writing. For example, you might have students evaluate their own works, assign their own scores, and write brief notes explaining why they think their scores are accurate. Then, after you score each paper, you and the student can discuss why your scores might differ. Peer assessment can also be a valuable tool throughout the writing process. Students can discuss their ideas with their partners, and partners can act as the audience during each stage of the writing. Students can also work in groups of three or four to hold writing conferences. Find a way to tune into these conferences without becoming an instant authority in the conversation.
- **Incorporate assessment into the instructional process.** Instead of viewing assessment as a final judgement, 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, 32–44, and 43. Although these rubrics are designed to facilitate analytic scoring, the criteria listed on them can be used in primary trait scoring also. To find the appropriate rubrics to use for each writing assignment in *Writer's Choice*, Grade 6, 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 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 to contributing ideas, responding in an informed way, and offering suggestions.

Portfolio Evaluation

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

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

Writing Assessment and Evaluation Rubrics

Name Class Date

General Rubric for Holistic Scoring

Score	4	3
	<p>A paper in this category shows a superior command of the tools of language. It exhibits some or all of the following characteristics:</p>	<p>A paper in this category shows an adequate command of the tools of language. It exhibits some or all of the following characteristics:</p>
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 American English • few, if any, spelling, capitalization, or usage errors • competence in coordination and subordination

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Writing Assessment and Evaluation Rubrics

Name Class Date

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

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Portfolio Management

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

Steps in Establishing and Managing Portfolios

1. Set a purpose.

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

2. Determine what type of portfolio you will use.

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

3. Determine what kinds of work will be included.

- This step also depends on the purpose of the portfolio. Portfolios may include written works, audiotapes, artworks, videotapes, works in progress, journal entries, teacher observations, peer assessments, reading logs, or oral reports.
- With the *Writer's Choice* program, student 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.

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 is

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

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Writing Assessment and Evaluation Rubrics

Name Class Date

Personal Writing

Unit 1 Writing Process in Action: Personal Writing (pages 24–27) Analytic Evaluation Rubric

This form may be used to score a piece of writing in relation to specific characteristics.

<p>Focus/Organization</p> <ul style="list-style-type: none"> • The organization of the piece is appropriate for a magazine article for ten- to fifteen-year-old students. • Ideas and information are presented in a clear and logical manner • The piece tells what made the day or event important to the writer. • The significance of the writer’s feelings and thoughts is clear. 	<p>Comments</p> <p style="text-align: right;">Score _____ /35</p>
<p>Elaboration/Support/Style</p> <ul style="list-style-type: none"> • General statements are supported by specific details. • Vivid language is used to add interest to the writing. • Specific words and images are used to emphasize the special nature of the day or event. 	<p>Comments</p> <p style="text-align: right;">Score _____ /35</p>
<p>Grammar, Usage, and Mechanics</p> <ul style="list-style-type: none"> • The writing is free of misspellings, and words are capitalized correctly. • Sentences are punctuated correctly, and the piece is free of fragments and run-ons. • The paper is neat, legible, and presented in an appropriate format. 	<p>Comments</p> <p style="text-align: right;">Score _____ /30</p>

Engagement in the Writing Process

The student

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

Comments

Overall Score _____ /100

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Writing Assessment and Evaluation Rubrics

Name Class Date

Above-average Writing Model

Writing Process in Action: Personal Writing (Unit 1, pages 24–27)

Assignment: For a magazine directed at ten- to fifteen-year-old students, write a one-page article about a special day or event in your life.

The Dr. King Holiday Parade

As usual, this year on Martin Luther King Day, we didn't have school. But my best friend Shelby and I didn't spend the day hanging out at Shelby's house like we usually do on a day off. This year was different because we organized a parade.

Introduces the subject, a special holiday parade

A few weeks before the holiday, our teacher Mr. Pinter said that we should spend the day doing something special that reminded us of civil rights. We had been studying Dr. King and knew about his work as a civil rights leader. Mr. Pinter gave us a few days to think about how we might spend our holiday, then he asked what we had decided to do.

Shelby and I came up with the idea to organize a parade. That weekend, Shelby and I and some of our other friends talked about the idea. We decided to ask our brothers and sisters to join us. We spent lots of time making signs honoring Dr. King, and it was fun. Isaiah said we should make flyers so our neighbors would know about the parade and come to watch it. We hung the flyers up on Saturday evening. The parade was on Monday.

Provides background information to help the reader understand the event

The morning of the parade, the sky looked gray. I worried that it would start raining and ruin everything. But when we started marching with our signs, I forgot about the weather because people came out of their houses to see us. My mom even carried my baby sister outside to see us. As we walked through our neighborhood, we sang "We Shall Overcome." That's one of the freedom songs that Dr. King used to sing during his marches. By the time we reached the park on Sixth Street, a few people from the neighborhood had started singing along with us. When we all sang together, I got shivers from thinking about the awesome faith and bravery of Dr. King and the other civil rights activists. Walking in the cold was nothing compared to the sacrifices they made, but I felt close to them when I looked around and saw more than twenty people in winter coats walking and singing together.

Conveys a clear impression of the day and uses transitions to make the order of the events clear

Our parade ended at the park. Once we were there, Sondra read a poem about Dr. King. Everyone clapped when she finished. They seemed happy to be celebrating peace and freedom. I felt like we'd brought people in our neighborhood together for a day. The parade inspired me to try to bring people together again.

Includes words and images that draw attention to the special nature of the event

Presents the author's thoughts and feelings

Summary: *This account focuses on a specific event and makes clear why the event was important to the writer. The piece presents specific details, thoughts, and feelings in a logical order.*

This piece would probably receive a 4 if evaluated by the holistic scoring method. It might receive a 96 if evaluated by the analytic scoring method—35 points for Focus/Organization, 31 points for Elaboration/Support/Style, and 30 points for Grammar, Usage, and Mechanics.

Name Class Date

Average Writing Model

Writing Process in Action: Personal Writing (Unit 1, pages 24–27)

Assignment: For a magazine directed at ten- to fifteen-year-old students, write a one-page article about a special day or event in your life.

Our Holiday Parade

I like to have vacations from school. Sometimes my mom cooks pancakes for us. I get to sleep in late and do whatever I want all day. We don't have school on Martin Luther King Day. Our teacher said think of something special to do for Dr. King. We studied him in class. One girl said we should write a poem for Dr. King. Our teacher said good idea. He had the whole class think of other ways, too. He said we should spend our holiday doing something in memery of Dr. King. Our list covered the whole board. One of the ideas was to organize a parade.

Me and some of my friends got together and talked about the parade idea. We like to play music and put on shows. We asked our brothers and sisters to join us. We would walk through the streets of our neighborhood with signs about Dr. King. The parade would end at the park. Someone would read a poem about Dr. King and we would sing something that he had sang and we would all go home. Isaiah said we should make signs, too.

We spent lots of time getting ready for the parade, and it was fun. I don't know what difference it would make for Dr. King. I liked the parade, though. Once, I saw one downtown, and it was huge, it had marching bands and fire trucks and all kinds of people. I really loved that parade but I wasn't in it. Just watching. I was worried the morning before we started our parade but then I was glad some people came out of their houses to see us. Some people sang with us. Sondra read her poem. Everyone clapped. They seemed happy.

Summary: *This account tells about a special event and relates details in a logical order, but it contains some irrelevant details and significant grammatical errors. The piece could be improved by focusing more specifically on the details that made this particular event important to the writer and by eliminating unnecessary information.*

This piece might receive a 2 if evaluated by the holistic scoring method. It might receive a 72 if evaluated by the analytic scoring method—27 for Focus/Organization, 25 for Elaboration/Support/Style, and 20 for Grammar, Usage, and Mechanics.

Opening paragraph lacks clear focus and transitions but does introduce the topic.

Includes some relevant details about a special event

Includes a run-on sentence, a sentence fragment, and unimportant details

Doesn't clearly explain what made the event special to the writer

Below-average Writing Model

Writing Process in Action: Personal Writing (Unit 1, pages 24–27)

Assignment: For a magazine directed at ten- to fifteen-year-old students, write a one-page article about a special day or event in your life.

Holiday Parades

Sometimes my mom cooks pancakes for us. I get to sleep in late and do whatever I want all day. We don't have school on Martin Luther King day. We studied him. In class this year not last year so much. Our teacher told us to get ideas for the day.

Me and some of my friends got together who like to play music and put on shows. We asked our brothers and sisters to help. We had an idea for a parade. That's what we did, too.

We spent lots of time getting ready for the parade. It was fun. We made signs and put up fliers so people would come. During the parade we sang a song that Dr. King used to sing. We sang it over and over. Some people came out and sang with us. Then Sondra read a poem. I don't know what difference it would make for Dr. King. I liked the parade, though. I saw one downtown, it was huge, it had marching bands and fire trucks and all kinds of people. I really loved that parade but I wasn't in it. Just watching. Our parade was for Dr. King and that one wasn't. I can't remember. Maybe for another holiday I think St. Patrick's Day probably because I remember wearing green too.

Introduction is not cohesive and does not clearly introduce the topic.

Mechanical errors and a lack of transitions make it hard to follow the writer's ideas.

Includes details about a special event

Includes details that are too broad for this account

Summary: *This account includes some of the writer's thoughts and feelings and tells about a special event, but the writing does not focus on the event and contains significant grammatical errors. The piece could be improved by the inclusion of an introductory paragraph that identifies the special event and the writer's feelings about it. Then the event could be described in time order, with each body paragraph focusing on one stage in the event and the writer's feelings about that stage.*

This piece might receive a 1 if evaluated by the holistic scoring method. It might receive a 61 if scored by the analytic method—23 for Focus/Organization, 23 for Elaboration/Support/Style, and 15 for Grammar, Usage, and Mechanics.

Writing Assessment and Evaluation Rubrics

Name Class Date

Above-average Writing Model

Writing Process in Action: Descriptive Writing (Unit 3, pages 130–133)

Assignment: In order to inspire an artist, write a one-page description of something memorable in your life.

Jumping Into Happiness

When I get to the public swimming pool, I can't wait to jump into the water. The hot, rough concrete surrounding the pool always burns my feet. I only need to take six steps from the changing room to reach the pool's shallow end. But I keep walking. I walk past the lawn chairs filled with mothers. I go all the way to the deep end. At last, I cannonball into the cool, clear water.

The pool is crowded with people of all ages, shapes, and sizes wearing brightly colored bathing suits. Lifeguards sit on top of their wooden towers and blow their whistles when they see too much rough-housing around the pool. Most of the lifeguards have dark tans. They wear white streaks of sunblock on their noses. Some of them wear hats and sunglasses to shade their eyes or maybe just to look cool.

After we swim for a while, my friends and I like to invent jumps off the tall, springy diving board. While I wait in line for the board, I can taste and smell the chlorine on my lips. I hear my friends laughing in the deep end and little kids shrieking in the shallow end. Sometimes I have to wait in line so long that the hot sun starts to dry my skin. Finally, my turn comes. I love the feeling I get as I jump off the diving board. For a second I am floating above the water, and I am as high as the lifeguards. I look down at everyone in the pool below me. Then I land in the deep end with a splash. As soon as I'm underwater, everything is quiet. When I open my eyes underwater, I see legs kicking and pedaling. I pop up for air a minute later, and suddenly the world is loud again.

If my parents would let me, I'd swim every day. Even if the chlorine turns my hair green again like last year, I'll keep going to the pool as much as I can. For me, the public swimming pool is the best place to be.

Summary: *The description contains details that refer to all five senses, and it uses vivid words and images. The writing is organized so that a reader can create a full, detailed picture of the subject.*

The description would probably receive a 4 if evaluated by the holistic scoring method. It might receive a 94 if evaluated according to the analytic method—32 points for Focus/Organization, 34 points for Elaboration/Support/Style, and 28 points for Grammar, Usage, and Mechanics.

Describes texture, temperature, and sights

Includes details about sounds and colors

Moves between close-up and far-away details

Uses action words to make the writing vivid

Writing Assessment and Evaluation Rubrics

Name Class Date

Average Writing Model

Writing Process in Action: Descriptive Writing (Unit 3, pages 130–133)

Assignment: In order to inspire an artist, write a one-page description of something memorable in your life.

The Public Swimming Pool

I am at the pool. That's my favorite place. We can only get to go there in Summer though. Everything there is hot and cold. Concrete is hot. Water is cold. The sun is hot too until I jump in the water. The sun dries me off fast. This pool is huge and so many people go there. I usually go with my friends. We started going two years ago even before we could jump off the diving board.

The pool is light blue. There are all kinds of different colors of bathing suits. Yellow, green, purple, orange, and black suits. I hope I get a new one this year. I want a blue one. Something cool. Last year I had red with flowers.

We swim for a long time at the pool. I jump off the diving board. So many people want to do the diving board. The pool is very loud and there are people everywhere. Moms, little kids, and big kids all go there. I'm one of the bigger kids now. The high school kids usually go somewhere else. I do the best jumps when my friends watch. I do the the crazy man where I make faces. Or the octopus, where I put out my arms and legs. The jumps can't be too much or the lifeguards get mad. I never dive because the diving board is too high and last year I did a belly flop.

My mom never drives us. She says walk, the pool is very close to my house.

Summary: *The description includes some sensory details and reveals what is memorable to the writer. However, it is ineffectively organized. The writing is choppy and contains numerous errors in capitalization, punctuation, and sentence structure. The description could be improved if each paragraph were focused on one aspect of the pool, and if more vivid language and imagery were used to describe these aspects.*

The description might receive a 2 if evaluated by the holistic scoring method. It might receive a 78 if evaluated by the analytic scoring method—25 for Focus/Organization, 30 for Elaboration/Support/Style, and 23 for Grammar, Usage, and Mechanics.

States the place the writer will describe

Good visual details, but choppy sentences and sentence fragments interfere with effect

Details are not well organized.

Closing does not relate to the purpose.

Name Class Date

Below-average Writing Model

Writing Process in Action: Descriptive Writing (Unit 3, pages 130–133)

Assignment: In order to inspire an artist, write a one-page description of something memorable in your life.

The Pool

Every one should have a pool to go to, that is the best thing ever. I go to the pool alot. Its blue. The pools hot and cold both. Thats what you feel. The water is cold, the sun is hot. After you get used to it the water doesn't feel too cold. I jump in fast. My friends go with me. They are Muriel, Carlos, Tom. They can swim. I didn't take lessons but I now how. This time I can swim the whole pool. Be at the deep end then go to the other side fast. I jump off the board. I love that board. Its fun. You hear splashing and yelling. After you jump off the board you don't hear nothing while your under water. I can't wait until summer. I hope it never rains then. I go to the pool every day if I can. But alot of times something happens that I can't go. It's free to get in, but lockers cost money and so do the snack bar.

Focuses on a memorable place

Provides sensory details, but it is not always clear what those details refer to

Ideas and details are not organized to present a specific picture.

Summary: *The description includes some sensory details, but they are not organized effectively and are not presented as clear images. The writing contains many errors in grammar, usage, and punctuation. The description would be improved if the details were further developed and were organized into paragraphs according to the senses to which they appeal.*

The description might receive a 1 if evaluated by the holistic scoring method. It might receive a 63 if evaluated by the analytic method—20 points for Focus/Organization, 24 points for Elaboration/Support/Style, and 19 points for Grammar, Usage, and Mechanics.

Writing Assessment and Evaluation Rubrics

Name Class Date

Narrative Writing Analytic Evaluation Rubric

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

Narrative Writing

Engagement in the Writing Process

Comments

The student

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

Overall Score _____ /100

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Writing Assessment and Evaluation Rubrics

Name Class Date

Above-average Writing Model

Writing Process in Action: Narrative Writing (Unit 4, pages 168–171)

Assignment: Write a one-page story about how a piece of clothing affected your life.

The Red Boots

The sound of my cowboy boots clunking on the floor had never embarrassed me when I lived in El Paso, Texas. My grandfather had given them to me for my tenth birthday, and they were just what I'd always wanted. They had dark red leather with stitching up both sides. Like my grandfather, I wore my boots almost every day. But half-way through my first day of school in New Jersey, I thought I might never wear them again.

Opening establishes focus and creates interest.

On my first day at Middlebrook Elementary last year, I wore my boots to school like I would have in Texas. The teacher told everyone who I was, then she started our math lesson. Everything seemed fine until we started working. Mrs. Flint called me up to her desk to give me a list of the other students' names. The room had grown really quiet. I was nervous, so I tried to walk softly. However, everyone looked up from their math books anyway. I felt my face turn as red as my boots.

Sensory details bring the setting and feelings to life.

"Sounds like a horse," I heard someone whisper. "Clomp, clomp, clomp."

Dialogue shows what happened.

A few students giggled, but Mrs. Flint told them to be quiet. I noticed that almost everyone else was wearing gym shoes.

At lunch, I found a table where I could eat alone. A few minutes later, several students joined me. I thought they might tease me. I couldn't believe it when they started asking questions about where I was from in Texas instead.

"Did you have snow there?" one boy asked.

"Do you know any cowboys?" someone else asked.

I said that I'd only seen photographs of snow and that I'd never met a cowboy. I told them that my grandfather used to own a ranch. We were still talking when the bell rang for us to return to class. Suddenly I loved my boots again. Wearing them on my first day at my new school had taught me that I could be myself and make friends after all. I couldn't wait to call my grandfather and tell him all about my first day.

Clearly states the lesson learned

Summary: *The narrative opens with a strong statement and ends with the lesson the writer learned. The writing is well-organized and engages the reader through the use of dialogue and effective detail.*

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

Writing Assessment and Evaluation Rubrics

Name Class Date

Average Writing Model

Writing Process in Action: Narrative Writing (Unit 4, pages 168–171)

Assignment: Write a one-page story about how a piece of clothing affected your life.

The Red Boots

My favorite clothing is my cowboy boots. My grandfather had gave them to me. I worn them almost every day At my first day of school in New Jersey I was so embarased by my boots.

I didn't know anyone there so my new teacher called me up to her desk to give me a list of the other students names and I walked across the room. My shoes made noise. Everyone looked up from there books!! Boy, my face was red!

Someone said they sounded like a horse and made clomping noises. Everyone else was wearing gym shoes. I have those too at home. I wear them to play basketball and stuff. A few students laughed but the teacher told them to be quiet.

At lunch I find a table alone and students come up to me. They asked questions about my old home in Texas. Did you have snow there? one boy said. Have you ever met a cowboy? a girl said. I told them no but my grandfather use to own a ranch. We were talking when the bell rang.

Summary: *The narrative is organized effectively and hints at lessons learned and emotions experienced. However, it includes some irrelevant details and has numerous spelling, usage, and mechanical errors. The narrative could be improved by the inclusion of more background explanation and sensory detail.*

The narrative might receive a 3 if evaluated by the holistic method. It might receive an 84 if evaluated by the analytic scoring method—32 points for Focus/Organization, 30 points for Elaboration/Support/Style, and 22 points for Grammar, Usage, Mechanics.

Establishes focus but contains spelling and usage errors

Describes the writer's actions and emotions

Includes irrelevant details

Uses dialogue to move the story forward, but does not punctuate it correctly

Name Class Date

Below-average Writing Model

Writing Process in Action: Narrative Writing (Unit 4, pages 168–171)

Assignment: Write a one-page story about how a piece of clothing affected your life.

The Red Boots

My favorite clothing is my cowboy boots, if they count as clothes. My granpa had given them to me for my birthday. I wore them almost every day to school. My boots got me to know everyone.

What happened was my new teacher called me up to her desk. I walked across the room. My shoes were so loud! Everyone looked up from there books! I was so embarased! At home that never happened. Lots of kids wore boots there. My granpa wore them everyday and lots of people did. I never thought about it.

The teacher said to be quiet. I have all kinds of other shoes at home that I could have wore. I still wear my boots. There my faverite agin. People in New Jersey think its all cowboys in Texas or they think its all desert. I tell them things about Texas. That's where I moved from. Sometimes I wear my gym shoes.

Introduces the idea that should be the narrative's focus

Excessive use of exclamation marks

Dialogue is incorrectly punctuated.

Lacks a clear ending and doesn't suggest the significance of the incident

Summary: *The narrative begins with a clear focus, but a lack of transitions, the inclusion of irrelevant information, and errors in spelling, usage, and punctuation interfere with the meaning. The piece could be improved by the use of transitions and by more detailed explanation of the events and the emotions they inspired in the writer.*

The piece might receive a 1 if evaluated by the holistic scoring method. It might receive a 68 if evaluated by the analytic scoring method—26 points for Focus/Organization, 24 points for Elaboration/Support/Style, and 18 points for Grammar, Usage, and Mechanics.

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 explanation is free of fragments and run-ons. • Standard English usage is employed. • The paper is neat, legible, and presented in an appropriate format. 	<p>Comments</p> <p style="text-align: right;">Score _____ /30</p>

Expository Writing

Engagement in the Writing Process

The student

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

Comments

Overall Score _____ /100

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Writing Assessment and Evaluation Rubrics

Name Class Date

Expository Writing: Comparison and Contrast Analytic Evaluation Rubric

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

Engagement in the Writing Process

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

Comments

Overall Score _____ /100

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Expository Writing

Writing Assessment and Evaluation Rubrics

Name Class Date

Expository Writing: Report Analytic Evaluation Rubric

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

Expository Writing

Engagement in the Writing Process

The student

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

Comments

Overall Score _____ /100

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Writing Assessment and Evaluation Rubrics

Name Class Date

Unit 2 Writing Process in Action: The Writing Process (pages 78–81) Analytic Evaluation Rubric

<p>Focus/Organization</p> <ul style="list-style-type: none"> • A past activity is explained or described. • The opening paragraph is likely to engage student readers of a magazine. • Steps in a process and other descriptions are presented logically and clearly. • Questions about the activity are anticipated and answered. 	<p>Comments</p> <p style="text-align: right;">Score _____ /35</p>
<p>Elaboration/Support/Style</p> <ul style="list-style-type: none"> • Specific details are used to explain the activity. • All details are relevant to the topic. • Unfamiliar terms are explained, and the vocabulary is appropriate for the audience. • 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

The student

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

Comments

Overall Score _____ /100

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Expository Writing

Writing Assessment and Evaluation Rubrics

Name Class Date

Above-average Writing Model

Writing Process in Action: The Writing Process (Unit 2, pages 78–81)

Assignment: For a magazine about the past, write a one-page description of a former activity or pastime.

When Work Was Called Fun

It's hard to imagine that people used to consider work-parties fun. My grandma Mae recently found a journal written by my great-great-grandmother Elsie, and by reading it I learned about the things people used to do for work and fun. For instance, instead of going to an office and then coming home to watch television, people might work on a farm all day and spend their evenings playing music or telling stories. The pastime Grandma Elsie wrote about that I found the most interesting was the cornhusking work-parties she attended in the fall.

A cornhusking party gave people a chance to make a game out of getting their work done. Men and women would sit in a circle and divide themselves into two teams. The teams would have contests to see who could peel the husks off the corn the fastest. While they worked the teams would tell jokes, talk, and sing. At the end of the race, the corn went into the barn to save for the year.

The party then included a huge dinner for everyone. Grandma Elsie described the roasted pigs, beans, peas, applesauce, pies, and cider that everyone shared. My mom reminded me that all of that food had to be made from scratch. People couldn't run to the store to buy a can of applesauce or a pie. Sometimes they even used some of the corn to make popcorn that night.

After dinner came more games and contests, like running and jumping races. My great-great-grandmother was not allowed to participate in those because she was a woman. Instead, she sat on the sidelines and watched and cheered with the other women. The evening might also include something called a "hammer throw," a contest to see who could throw a hammer the farthest. At the end of the evening, everyone might participate in a square dance. Grandma Elsie loved square dancing. She said my great-great-grandfather was the best partner there. For her, cornhusking seemed to be a great way to be with people she loved and have fun while getting her work done.

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

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

Opens by introducing the subject and providing a context for it, and engages the reader by comparing the present with the past

Helps the reader understand the activity by providing detailed descriptions

Presents stages of the activity in chronological order and uses transitions to make that order clear

Defines an unfamiliar term

Includes a clear ending statement

Writing Assessment and Evaluation Rubrics

Name Class Date

Average Writing Model

Writing Process in Action: The Writing Process (Unit 2, pages 78–81)

Assignment: For a magazine about the past, write a one-page description of a former activity or pastime.

Working for Fun

People used to say work was fun. They even had work parties. I've never been to a work party, neither have my parents or my grandparents. My grandmother found a diary written by my great-great-grandmother. It was in a box in the attic. Which is very dirty up there! I learned a lot about things people did for fun a long time ago. The thing I found most interesting was the cornhusking party.

Opening introduces the topic but includes errors in sentence structure.

A cornhusking party made working into a game. Men and women would sit in a circle and divide themselves into two teams. The teams had contests to see who could get the husks off the corn the fastest. My grandmother didn't say what the winners got. Maybe they just felt good. Then the corn went into the barn.

Includes details and transitions that make the activity clear

Next came the games and other contests, running and jumping races. She was not in those. Only men ran then. She watched. I would have hated that. I love to run. I am the second fastest person in my class out of all the girls and boys. The games might also be a hammer throw. They also had square dancing. She loved square dancing. She danced with my great-great grandfather. I wonder if they had a band and what kind of music she liked.

Irrelevant details and a lack of transitions to tie ideas together make the writing choppy.

They had a huge dinner for everyone too. She described the food that everyone shared. They made the food from scratch. They couldn't buy it in a hurry. That's what we do before parties sometimes. Like for my friend Tory's birthday party last Saturday but we don't bring the same stuff they had. Just potato chips and dip. And we never make people work at our house. Also at the cornhusking party they made popcorn sometimes. Most of the corn was to feed the animals, but the party was fun for everyone, even though it was work too.

Loses focus on a past activity

Summary: *The piece introduces an activity from the past and includes many clear details, but it loses focus in the last two paragraphs. The account could be improved by including more details about the activity and omitting some details about the writer's life. In addition, the piece could be revised so that pronouns refer more clearly to their antecedents and transitions are used to connect ideas.*

This piece might receive a 3 if evaluated by the holistic scoring method. It might receive an 82 if evaluated by the analytic method—32 for Focus/Organization, 30 for Elaboration/Support/Style, and 20 for Grammar, Usage, and Mechanics.

Name Class Date

Below-average Writing Model

Writing Process in Action: The Writing Process (Unit 2, pages 78–81)

Assignment: For a magazine about the past, write a one-page description of a former activity or pastime.

Working for Fun

Grandma Mae found something wrote by my great-great-grandmother. Where? In the attic. I learned a lot of things people used to do for fun. They didn't have televisions to watch back then. It was boring. For fun they worked. Sewing, cooking, cleaning, farm stuff. Even their parties were work. That's my pastime. She never got paid for work. Not me. I never knew much about life back then. The past is a long time ago. This one grandma was so long ago I didn't know her at all, no one else in my family does either.

A cornhusking party was work and fun to her but not me. They husked a lot of corn. They had contests to see who could do it the most fastest. Next, they had games, running and jumping. Then square dancing. Then hammer throws. Last they ate dinner. Dinner was a lot of food that women cooked. Maybe they had popcorn too sometimes, I think she said that. Who cooked that? I don't know. Probably the moms and girls. They cooked everything else. They couldn't buy anything at the store. Not like we do now. And they didn't even have electricity, I don't think. One more reason why I'm glad I live now.

Opening paragraph lacks focus, and statements are vague.

Stages of the activity are mentioned in the order in which they occur, but no details are given.

Throughout, writing is choppy and ideas are undeveloped.

Summary: *The piece tells about an activity from the past, but it lacks sufficient detail and precise vocabulary, and it contains grammatical errors that interfere with its meaning. The piece could be improved if the introduction were revised to make it more focused and engaging, and if several of the stages mentioned in the second paragraph were elaborated upon.*

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

Writing Assessment and Evaluation Rubrics

Name Class Date

Unit 5 Writing Process in Action: Expository Writing (pages 206–209) Analytic Evaluation Rubric

<p>Focus/Organization</p> <ul style="list-style-type: none"> • The process to be described is clearly identified in an introductory paragraph. • The process is broken into clear steps and presented in an effective order. • Transitions are used to make the order of steps clear. • The explanation is appropriate for student readers. 	<p>Comments</p> <p style="text-align: right;">Score _____ /35</p>
<p>Elaboration/Support/Style</p> <ul style="list-style-type: none"> • All details necessary to perform the process are described. • Unfamiliar terms are explained, and the vocabulary is appropriate for the audience. • Diagrams or illustrations are included, if needed. • Words are specific, not general or vague. 	<p>Comments</p> <p style="text-align: right;">Score _____ /35</p>
<p>Grammar, Usage, and Mechanics</p> <ul style="list-style-type: none"> • The writing is free of misspellings, and words are capitalized correctly. • Sentences are punctuated correctly, and the piece is free of fragments and run-ons. • Standard English usage is employed. • The paper is neat, legible, and presented in an appropriate format. 	<p>Comments</p> <p style="text-align: right;">Score _____ /30</p>

Engagement in the Writing Process

Comments

The student

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

Overall Score _____ /100

Writing Assessment and Evaluation Rubrics

Name Class Date

Above-average Writing Model

Writing Process in Action: Expository Writing (Unit 5, pages 206–209)

Assignment: For a magazine called *How To*, write a one-page, step-by-step explanation of a process.

A Delicious Home-Made Treat

If you like ice cream, you know that lots of words can be used to describe it. Cold, creamy, and sweet are a few examples. What you might not know is some home-made ice cream tastes better than the store-bought kind. The following steps explain how to make your own fresh ice cream, so that you can judge the taste for yourself.

Includes a clear introduction that identifies the process to be described

To start, you'll need the following ingredients: 6 eggs, 1 cup of sugar, 2 cups of milk, 2 teaspoons of vanilla, 1/2 teaspoon of salt, and 2 cups of heavy cream.

Provides necessary details

Next gather your mixing tools. You'll need an egg beater or electric mixer, three medium to large bowls, a spoon or spatula, and two refrigerator trays. (Two shallow pans should work if you don't have trays.) Place the largest bowl and the trays in the freezer, so they will be chilled later. Then grab one of the remaining bowls. You're ready to begin mixing!

The first mixing step is to beat the eggs with the beater or mixer until they look foamy. Then add the sugar, milk, vanilla, and salt to the eggs. Blend well, and set this bowl aside.

Uses transition to make the order of steps clear

Next use the mixer to whip the heavy cream into the chilled bowl. Fold in the egg mixture you set aside. ("Fold" means to carefully spoon sections of the mixture over itself until it's blended.) Now pour the mixture into the cold trays.

Defines unfamiliar terms

You've reached the hardest part: waiting. Let the mixture freeze until you can break it into chunks. This may take an hour. Use this time to wash the large mixing bowl and put it in the freezer to chill again. When the ice cream is finally frozen, scoop the chunks into the chilled bowl. Beat the chunks until the ice cream is creamy and smooth but not melted. Then pour the mixture into the trays again and freeze it until firm.

There's only one step left before the ice cream is ready for your taste test. When the ice cream is firm, move it to the refrigerator for 30 minutes or less. This last waiting period is a good time to clean up any mess you've made. Then, when your home-made ice cream is ready, all you have to do is scoop some into a bowl and enjoy the delicious taste!

Maintains focus and clarity to the end

Summary: *This well-written explanation of a process lists the steps in order and provides specific details. A reader could use this explanation to successfully perform the activity.*

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

Name Class Date

Average Writing Model

Writing Process in Action: Expository Writing (Unit 5, pages 206–209)

Assignment: For a magazine called *How To*, write a one-page, step-by-step explanation of a process.

How to Make Ice Cream

Here's how to make home-made ice cream. People used to do this all the time. You don't really need that much stuff to do it. First get your ingredients. 6 eggs, 1 cup sugar, 2 cups milk, 2 teaspoons vanilla, 1/2 teaspoon salt, 2 cups heavy cream. Then get an egg beater or electric mixer, bowls, and three trays.

Beat the eggs for awhile. Maybe a few minutes. They get yellow, then foamy. Add sugar, milk, vanilla, and salt then. Then put in the cream. Fold it in there. Pour all this in a tray. Make sure their cold first. You have to wait for a long time here. This is why no one makes ice cream. It takes a lot longer than going to the store and buying some. But the home-made kind is fun. It tastes good too. Vanilla is best and that's what this is. You buy vanilla flavoring in a bottle. After the ice cream is frozen put it in a bowl and mix it for awhile. Don't let it melt. Mix it up then put it back in the freezer again. It gets hard in there. Then its done. Now put it in the refrigerator. You need maybe a half-hour for it to thaw a little bit, so its not so hard. Then you can eat it!

Introduces the subject in first sentence and gives important, specific information

Uses choppy sentences and vague word choices, but presents steps in order

Includes details that distract from the stage of the process being described

Describes process from start to finish

Summary: *The explanation describes the steps of the process from start to finish, but vague word choices and lack of transitions make some of the steps hard to follow. The piece could be improved by replacing vague words and phrases such as “some,” “for a long time,” and “for awhile” with more specific terms.*

The explanation might receive a 3 if evaluated by the holistic scoring method. It might receive an 83 if evaluated by the analytic scoring method—30 points for Focus/Organization, 28 points for Elaboration/Support/Style, and 25 points for Grammar, Usage, and Mechanics.

Writing Assessment and Evaluation Rubrics

Name Class Date

Below-average Writing Model

Writing Process in Action: Expository Writing (Unit 5, pages 206–209)

Assignment: For a magazine called *How To*, write a one-page, step-by-step explanation of a process.

Ice Cream

Here how you make ice cream. First you go to the store. Making ice cream is hard. Here's how. You need some things like eggs, sugar, milk, cream and salt. This is vanilla. You add toppings later don't make those but you need them for it to be good.

Details are not specific enough

You mix the eggs. You put in everything else I said. Then the cream. It got to get really really cold. The freezer take a long time. Usually we buy ice cream at the Piggly Wiggly every week but my brother had to do it for a school project. We took it all out and everything melted. The floor was all wet. We used towels to clean it. You do some more things. Like stir it. When I made ice cream with my brother it took so long. The toppings are like candy, fudge, fruit. You can make up things. It depends. I put bananas on. No chocolate. I am allergik. This is like the old fasioned way, like covered wagon times or something. That's why my brother was doing it for school. They were studying that. It's a lot of hard work. What do you think?

Includes irrelevant details

Final steps of the process are not described

Summary: *This explanation describes a process but does not clearly identify all the steps involved in that process. Vague word choices, irrelevant details, and mechanical errors distract from the topic. The piece could be improved if the writer made a prewriting list of all the steps in the process, from start to finish, and then related those steps in order. Details that don't relate to any of the steps should be omitted.*

The piece might receive a 1 if evaluated by the holistic scoring method. It might receive a 66 if evaluated by the analytic scoring method—26 points for Focus/Organization, 23 points for Elaboration/Support/Style, and 17 points for Grammar, Usage, and Mechanics.

Writing Assessment and Evaluation Rubrics

Name Class Date

Persuasive Writing Analytic Evaluation Rubric

<p>Focus/Organization</p> <ul style="list-style-type: none"> • The piece fulfills its purpose by presenting a convincing argument. • The piece is clearly focused on its intended audience. • The writer’s position is clearly stated. • The argument is arranged in an effective order. 	<p>Comments</p> <p style="text-align: right;">Score _____ /35</p>
<p>Elaboration/Support/Style</p> <ul style="list-style-type: none"> • The opening sentence gets the reader’s attention. • Sufficient reasons for the position and sufficient supporting evidence are included. • The evidence is appropriate and clearly supports the writer’s position. 	<p>Comments</p> <p style="text-align: right;">Score _____ /35</p>
<p>Grammar, Usage, and Mechanics</p> <ul style="list-style-type: none"> • The writing is free of misspellings, and words are capitalized correctly. • Sentences are punctuated correctly, and the persuasion is free of fragments and run-ons. • Standard English usage is employed. • The paper is neat, legible, and presented in an appropriate format. 	<p>Comments</p> <p style="text-align: right;">Score _____ /30</p>

Engagement in the Writing Process Comments

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

Overall Score _____ /100

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Persuasive Writing

Writing Assessment and Evaluation Rubrics

Name Class Date

Unit 6 Writing Process in Action: Persuasive Writing (pages 238–241) Analytic Evaluation Rubric

<p>Focus/Organization</p> <ul style="list-style-type: none"> • The article begins by presenting an environmental problem. • The article persuades readers to make or support a change that will help solve the problem. • The article ends with a reminder of what readers should think or do. • Evidence is presented in an order that will be most persuasive to the reader. 	<p>Comments</p> <p style="text-align: right;">Score _____ /35</p>
<p>Elaboration/Support/Style</p> <ul style="list-style-type: none"> • General statements are supported with specific facts, experiences, examples, or opinions. • The evidence presented is likely to be persuasive to the audience. • Persuasive language and specific words are used to influence the audience. 	<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 proper newspaper article format. 	<p>Comments</p> <p style="text-align: right;">Score _____ /30</p>

Engagement in the Writing Process

The student

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

Comments

Overall Score _____ /100

Name Class Date

Above-average Writing Model

Writing Process in Action: Persuasive Writing (Unit 6, pages 238–241)

Assignment: Write a one-page article that will persuade readers to make or support some change that will protect the environment.

Illinois Needs a National Bottle Bill

Chicago has beautiful parks, streets, and lakefront. But these things are not as beautiful as they could be because they are littered. Empty cans and bottles can be seen almost everywhere. How can we solve this problem of litter in our city? Maybe we can take a lesson from Michigan, which is a very clean state. Michigan has a bottle bill. This bill requires everyone to pay a ten-cent deposit on each canned or bottled drink that they buy. Chicago should pass a bottle bill, too. People like you and me can help make that happen.

Begins by identifying the problem and the action to be taken

The bottle bill works like this: Anyone who buys any drink in a can or bottle pays a ten cent deposit. For example, if a person buys a six pack of pop he or she pays a sixty-cent deposit on the cans at the store. When the cans are empty, anyone who brings them back to the store gets the sixty-cents. The store recycles the cans.

Builds a persuasive argument by presenting important background information

Ten states have bottle bills. Michigan's ten-cent deposit fee is the highest in any state. Some people think this is why the bill there has worked so well. People there return 98.4 percent of the cans and bottles that have a deposit fee to a store. This makes sense. Most people want to get their money back. Even when they don't, other people, such as kids, will pick up littered cans and exchange them at stores for money. That means that streets and beaches stay cleaner. Michigan beaches have less bottle and can litter than any other state in the U.S does. The state's bottle and can litter has dropped 80 percent since the Bottle Bill was passed in 1978.

Supports the argument with facts and statistics

A bottle bill like Michigan's can help us get rid of litter in our city. No matter how young or old you are, you can join in the effort to pass this bill. People who are old enough to vote can sign a petition for a bottle bill and send it to the mayor. Kids who are not old enough to vote can help pass around petitions and spread news about Michigan's success. They can write letters to their alderperson or to the mayor and tell them why the city should pass a bottle bill. Chicagoans can work together to keep our city clean and beautiful. Let's pass a bottle bill!

Provides specific actions people can take to help solve the problem

Summary: *The article uses many strong facts to persuade readers to take a specific action. The evidence is well organized and relevant.*

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

Name Class Date

Average Writing Model

Writing Process in Action: Persuasive Writing (Unit 6, pages 238–241)

Assignment: Write a one-page article that will persuade readers to make or support some change that will protect the environment.

The Law to Pick Up Litter

Michigan is a good example. Illinois has way too much litter. At my house we have litter all over our front yard. I saw a man drop a can on the sidewalk even though the trash can was just nearby. Why would someone do that? The message I'm saying is don't litter! Michigan don't have litter like we do. Illinois should be more like Michigan and make laws about taking bottle and cans back to the store instead of littering them.

On vacation we put all the cans in a bag and take them to the store. They give us money at the store. It's part of the money we paid when we bought the cans. This is called recycling. Chicago don't have this kind of recycling. My friends just throw cans away. First we threw them away in Michigan. Someone had to tell us to take them back to the store. Its the law there. That's why theres hardly any litter there. Everyone wants the money, so everyone takes the cans back to the store. It's good to get money like that. Why don't we recycle like that here too? I think Chicago should.

You can do this everywhere. But it has to be a law. People need to make this a law. Write your mayor and to the government. Even the president. They should know about this and do something. Don't you have litter? Yes! Do you like it? No! The yards are so much prettier without it. Plus it's bad for animals and the earth.

Summary: *The piece expresses enthusiasm about the topic, but the opening sentence and many other statements are vague. The writing also contains many grammatical errors. The piece could be improved if more specific details were added to every paragraph.*

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—32 for Focus/Organization, 26 for Elaboration/Support/Style, and 20 for Grammar, Usage, and Mechanics.

Opens by presenting the problem and the action to be taken, but opening sentence is unclear

Presents personal experience as evidence but lacks specific details

Closes by asking people to take an action, but the specifics remain vague

Name Class Date

Below-average Writing Model

Writing Process in Action: Persuasive Writing (Unit 6, pages 238–241)

Assignment: Write a one-page article that will persuade readers to make or support some change that will protect the environment.

No More Litter

We have litter in our yard. On the streets too. Don't you? It's gross. We have to pick it up. People need to change. Stop Littering! There are garbage cans everywhere and there is too much garbage too. Why? Because we need laws. I think there are laws for this but people don't care. I heard some laws in Michigan so I know. On vacation we keep our cans. Then we take them to the store. This is in Michigan. We live in Chicago and the beach there gets dirty so does our yard and the streets too. I go to the beach at home too. Our beach is pretty clean. But the sidewalk is dirty. The garbage can is too full. The place in Michigan has only a few cans outdoors. We go there every year. The cans say ten-cents each and they give you money there. That is cool! You can buy stuff then. Why don't the store give us money here? There are so many cans here! One time we got home and I took my can to the store and that was all. No money. But I still did not litter. Stop littering!

Tries to be persuasive, but writing errors and lack of focus create confusion

Information is not organized effectively, and lack of transitions makes ideas hard to follow.

Ends with a call for action, but otherwise no sense of closure

Summary: *The piece focuses on an environmental problem and tries to be persuasive, but the ideas are not organized and are not supported by adequate evidence. The piece could be improved if the writing were reorganized to include a clear beginning, middle, and end, and if the ideas were more fully developed with specific details.*

The piece might receive a 1 if evaluated by the holistic scoring method. It might receive a 68 if evaluated by the analytic scoring method—24 points for Focus/Organization, 24 points for Elaboration/Support/Style, and 20 points for Grammar, Usage, and Mechanics.