

**Writer's Choice**  
Grammar and Composition

# **Writing Assessment and Evaluation Rubrics**

**Grade 11**

 **Glencoe  
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## How to Use This Assessment Guide

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

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

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

# Writing Assessment and Evaluation Rubrics

## Guide to Writing Assignments and Corresponding Rubrics

<i>Writer's Choice Assignments</i>	<b>Rubrics</b>	<i>Writer's Choice Assignments</i>	<b>Rubrics</b>
p. 11 Write About a Personal Episode	10, 14, 17	p. 225 Viewing and Representing	10, 14, 37
p. 15 Write a Journal Entry	10, 14, 17	p. 231 Write an Article	10, 14, 38
p. 15 Cross-Curricular Activity	10, 14, 17	p. 231 Viewing and Representing	10, 14, 38
p. 19 Write an Entry	10, 14, 17	p. 235 Write an Essay	10, 14, 36
p. 23 Write a Letter	10, 14, 17	p. 235 Cross-Curricular Activity	10, 14, 36
p. 23 Cross-Curricular Activity	10, 14, 17	p. 239 Create a Time Line or a Process Diagram	10, 14, 36
p. 23 Listening and Speaking	10, 14, 17	p. 243 Write a Hypothesis	10, 14, 36
p. 27 Write a Short Essay	10, 14, 17	p. 243 Cross-Curricular Activity	10, 14, 36
p. 31 Make a Dialogue	10, 14, 17	p. 247 Write an Article	10, 14, 38
p. 35 Write a Response to a Poem	10, 14, 17, 26	p. 251 Compare and Contrast Poems	10, 14, 38
p. 35 Viewing and Representing	10, 14, 17	p. 251 Viewing and Representing	10, 14, 38
p. 36 Unit 1 Writing Process in Action	10, 14, 17	p. 252 Unit 5 Writing Process in Action	10, 14, 36, 43
p. 55 Write about Yourself as a Writer	10, 14, 17	p. 263 Writing Across the Curriculum	10, 14, 36, 37
p. 63 Viewing and Representing	10, 14, 36	p. 273 Write a Persuasive Note	10, 14, 43
p. 63 Cross-Curricular Activity	10, 14, 26	p. 273 Viewing and Representing	10, 14, 43
p. 67 Cross-Curricular Activity	10, 14, 36	p. 277 Write an Opposing Editorial	10, 14, 43
p. 71 Listening and Speaking	10, 14, 26	p. 281 Write an Editorial	10, 14, 43
p. 81 Listening and Speaking	10, 14, 43	p. 281 Cross-Curricular Activity	10, 14, 43
p. 95 Edit and Present Your Essay	10, 14, 26	p. 281 Viewing and Representing	10, 14, 43
p. 99 Write a Character Analysis	10, 14, 26	p. 287 Write a Persuasive Paragraph	10, 14, 43
p. 100 Unit 2 Writing Process in Action	10, 14, 17, 26	p. 287 Cross-Curricular Activity	10, 14, 43
p. 131 Write a Description	10, 14, 26	p. 293 Write a Letter	10, 14, 43
p. 131 Viewing and Representing	10, 14, 26, 36	p. 293 Cross-Curricular Activities	10, 14, 43
p. 135 Write a Description	10, 14, 26	p. 293 Viewing and Representing	10, 14, 43
p. 135 Listening and Speaking	10, 14, 26	p. 297 Write a Persuasive Speech	10, 14, 43
p. 135 Cross-Curricular Activity	10, 14, 26, 36	p. 301 Write a Letter to an Editor	10, 14, 43
p. 139 Write Scene Descriptions	10, 14, 26	p. 301 Cross-Curricular Activities	10, 14, 43
p. 139 Cross-Curricular Activity	10, 14, 26	p. 305 Write an Evaluation	10, 14, 36, 43
p. 143 Write a Character Sketch	10, 14, 26	p. 305 Listening and Speaking	10, 14, 43
p. 143 Viewing and Representing	10, 14, 26	p. 306 Unit 6 Writing Process in Action	10, 14, 17, 43
p. 147 Write a News Story	10, 14, 26	p. 321 Writing Across the Curriculum	10, 14, 43
p. 151 Write a Review	10, 14, 26	p. 322 Writing Prompt	10, 14, 17
p. 152 Unit 3 Writing Process in Action	10, 14, 26	p. 349 Your Research Paper	10, 14, 36
p. 165 Writing Across the Curriculum	10, 14, 26	p. 357 Writing Across the Curriculum	10, 14, 43
p. 177 Write a Narrative	10, 14, 31	p. 358 Writing Prompt	10, 14, 26
p. 177 Cross-Curricular Activity	10, 14, 31	p. 414 Activity 2	10, 14
p. 181 Write a Biographical Sketch	10, 14, 31	p. 415 Activity 3	10, 14
p. 181 Cross-Curricular Activity	10, 14, 31	p. 415 Activity 4	10, 14, 43
p. 185 Write a Biographical Narrative	10, 14, 31	p. 417 Activity 5	10, 14, 36
p. 185 Cross-Curricular Activity	10, 14, 31	p. 428 Activity 11	10, 14, 36
p. 189 Write a Paragraph	10, 14, 31	p. 431 Activity 13	10, 14, 36
p. 193 Write a Response	10, 14, 31	p. 763 Exercise 2	10, 14, 36
p. 193 Cross-Curricular Activity	10, 14, 31	p. 807 Exercise 1	10, 14, 43
p. 193 Unit 4 Writing Process in Action	10, 14, 31	p. 810 Exercise 2	10, 14, 36
p. 217 Write an Expository Paragraph	10, 14, 36	p. 861 Exercise 1	10, 14, 36
p. 221 Write to Explain a Process	10, 14, 36	p. 863 Exercise 3	10, 14, 38
p. 221 Cross-Curricular Activity	10, 14, 36	p. 880 Exercise 4	10, 14, 36
p. 225 Write a Cause-and-Effect Article	10, 14, 37		

## Strategies for Effective Writing Assessment

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

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

When students are working on a particular type of writing, you may want to distribute copies of an appropriate **rubric**, pages 17, 26, 31, 36–38, and 43, 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, 26, 31, 36–38, and 43 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 of this rubric can generally be applied to academic writing. When you score each paper, keep these levels of scoring in mind, read through the paper, and assign a score of 0, 1, 2, 3, or 4. If you have a large number of papers to evaluate, or if you are working with one or more other teachers to complete the scoring, you may want to discuss your rankings of papers by each of the four categories and choose “anchor” papers to represent each scoring level. Comparing each student’s paper to the range of scores represented by anchor papers can help readers to score more consistently.

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

Rubrics for each writing type can be found on pages 17, 26, 31, 36–38, and 43. Although these rubrics are designed to facilitate analytic scoring, the criteria listed on them can be used in primary trait scoring also. To find the appropriate rubric/s to use for each writing assignment in *Writer’s Choice*, Grade 11, 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 conventions of grammar, usage, and mechanics. Analytic scoring is usually based on a scale of 0–100 with each aspect receiving a portion of the total points. The **General Rubric for Analytic Evaluation** on page 14 can be used to score a piece of writing in this way as can the rubrics for specific writing types on pages 17, 26, 31, 36–38, and 43. Various characteristics are listed under each aspect, forming categories, and each category is assigned a weighted score. Regardless of the number of characteristics in any particular category, the weight of the category stays the same. For example, analytic scoring based on a possible total of 100 points might be weighted in this way:

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

To score papers by this method, decide on the aspects and characteristics you will use and the number of points you want to assign to each category. Then read through each paper and assign a score for each category. The three (or more) scores will add up to a total score (e.g., 80 out of 100). Specific rubrics and models for each Writing Process in Action assignment can be found on pages 18–47.



## Informal Evaluation

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

## Portfolio Evaluation

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

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

# Writing Assessment and Evaluation Rubrics

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

## General Rubric for Holistic Evaluation

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

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# Writing Assessment and Evaluation Rubrics

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

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

A 0 paper is a paper that is not scorable because

- 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

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## Portfolio Management

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

### Steps in Establishing and Managing Portfolios

#### 1. Set a purpose.

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

#### 2. Determine what type of portfolio you will use.

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

#### 3. Determine what kinds of work will be included.

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

#### 4. Encourage student involvement.

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

#### 5. Establish evaluation criteria.

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

# Writing Assessment and Evaluation Rubrics

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

## Portfolio Evaluation Form

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

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

### Additional Criteria

11. _____	1	2	3	4
12. _____	1	2	3	4
13. _____	1	2	3	4
14. _____	1	2	3	4

### Comments and Suggestions

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# Writing Assessment and Evaluation Rubrics

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

## Peer Response Guide

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

What is best about this piece of writing?

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

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

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

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

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

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

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

# Writing Assessment and Evaluation Rubrics

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

## Self-assessment Guide

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

What I like best about this piece of writing is

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

The most difficult part of the project was

I was most successful at

One thing I learned from this project 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



# Writing Assessment and Evaluation Rubrics

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

## Personal Writing Analytic Evaluation Rubric

<p><b>Focus/Organization</b></p> <ul style="list-style-type: none"> <li>• The writing expresses the views, thoughts, or feelings of the writer.</li> <li>• The significance or main idea of the views, thoughts, or feelings is clear.</li> <li>• The writing is organized in a way appropriate to the purpose and audience.</li> </ul>	<p><b>Comments</b></p> <p style="text-align: right;">Score _____ /35</p>
<p><b>Elaboration/Support/Style</b></p> <ul style="list-style-type: none"> <li>• Ideas, opinions, and general statements are supported by specific details.</li> <li>• Vivid language is used to add interest to the writing.</li> <li>• Transition words help make the organization clear.</li> </ul>	<p><b>Comments</b></p> <p style="text-align: right;">Score _____ /35</p>
<p><b>Grammar, Usage, and Mechanics</b></p> <ul style="list-style-type: none"> <li>• The writing is free of misspellings, and words are capitalized correctly.</li> <li>• Sentences are punctuated correctly, and the piece is free of fragments and run-ons.</li> <li>• The paper is neat, legible, and presented in an appropriate format.</li> </ul>	<p><b>Comments</b></p> <p style="text-align: right;">Score _____ /30</p>

### Engagement in the Writing Process

The student

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

### Comments

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

# Writing Assessment and Evaluation Rubrics

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

## Unit 1 Writing Process in Action: Personal Writing (pages 36–39) Analytic Evaluation Rubric

<p><b>Focus/Organization</b></p> <ul style="list-style-type: none"> <li>• The writing focuses on a significant personal experience or viewpoint.</li> <li>• The piece reflects the writer’s unique personality.</li> <li>• The ideas are organized in a way that is appropriate for an audience of a college admissions board or job application review board.</li> <li>• An effective conclusion reinforces the main idea.</li> </ul>	<p><b>Comments</b></p> <p style="text-align: right;">Score _____ /35</p>
<p><b>Elaboration/Support/Style</b></p> <ul style="list-style-type: none"> <li>• Events, people, and places are described in specific sensory detail.</li> <li>• The writer’s thoughts and feelings about the main experience are adequately explored.</li> <li>• Clear transitions connect the writer’s ideas, feelings, and experiences.</li> <li>• A tone appropriate to the purpose and audience is consistently maintained.</li> </ul>	<p><b>Comments</b></p> <p style="text-align: right;">Score _____ /35</p>
<p><b>Grammar, Usage, and Mechanics</b></p> <ul style="list-style-type: none"> <li>• The writing is free of misspellings, and words are capitalized correctly.</li> <li>• Sentences are punctuated correctly, and the piece is free of fragments and run-ons.</li> <li>• Standard English usage is employed.</li> <li>• The paper is neat, legible, and presented in an appropriate format.</li> </ul>	<p><b>Comments</b></p> <p style="text-align: right;">Score _____ /30</p>

**Engagement in the Writing Process**

The student

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

**Comments**

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

## Above-average Writing Model

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

**Assignment:** Write a one- to two-page essay about a particularly meaningful personal experience—something you had a strong reaction to or that affected your values.

#### Simple Pleasures

All I could think about on my way to Appalachia last summer was how much I might teach the people who lived there. However, on my way home, I thought instead about everything I had learned from them.

I went to Appalachia to work as a day-camp counselor for underprivileged children. My job was to teach a photography class every afternoon. When I arrived, most kids had never snapped a single picture. But by the time I left six weeks later, they had learned to take well-focused shots. Meanwhile, I was quickly learning even more than I was teaching anyone else.

At first, I didn't see this, though. I was too worried about how I would get used to my host family's tiny, four-room house. Every room had a view of hickory trees, and the Jenkins had planted a large garden in their backyard. But their home lacked many of the conveniences I was used to. There was no television, no computer, and no CD player. What would I do with my free time, I wondered? A lot, I found out! Most evenings, the family sat on the porch or at the kitchen table, talking or working on chores. I soon learned the joy of storytelling from Mr. Jenkins. He entertained me for hours. Before the first two weeks were over, I had learned how to be happy just doing simple things: sitting on the lawn watching the stars, catching fireflies with the kids, or savoring juicy tomatoes picked fresh from the garden.

The children at camp taught me things, too. From them I learned about loyalty, both to friends and family. I will never forget one eight-year-old boy named Davey. He had sandy brown hair and wore the same denim shorts every day. For weeks he talked eagerly about an upcoming canoe trip. However, the day before the trip, he discovered that his younger cousin hadn't passed the required safety test. After class that day, Davey told me that he had decided to keep his cousin company at camp.

I think back often on my summer in Appalachia and the people, such as Davey and the Jenkins, that I met there. Sometimes when I'm feeling overwhelmed or self-centered, I try to imagine the sweet smell of Mrs. Jenkins' rhubarb pies or the sound of kids laughing at camp. Suddenly, I feel better and remember what's important again. Living for a summer in Appalachia taught me that the age-old saying is still true: The best things in life really are simple and free.

**Summary:** *This essay creates a vivid impression of an experience and clearly relates how it affected the writer. The essay is effectively organized, maintains an appropriate tone, and includes specific sensory details to bring the people, events, and place to life.*

*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 clearly identifies the significant personal experience.*

*Establishes and maintains a warm and reflective tone*

*Includes vivid sensory details to describe people, place, and events*

*Thoughtfully explores the meaning of the experience*

*Describes a specific example to make people and events real*

*Clearly indicates the emotional impact of the experience*

# Writing Assessment and Evaluation Rubrics

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

## Average Writing Model

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

**Assignment:** Write a one- to two-page essay about a particularly meaningful personal experience—something you had a strong reaction to or that affected your values.

#### Working in Appalachia

Last summer I had the wonderful opportunity to work as a volunteer camp counselor in Appalachia. I'll never forget the things I learned there.

My main job as counselor was to teach photography to the kids. I felt good about doing my part. When I got there none of the kids had ever snapped a picture. By the time I left, they were taking good pictures with a 35 mm camera.

Even though I taught the kids how to take good photos I probably learned more from them than they learned from me. I stayed with an Appalachian family and learned many things from them. I learned that I can sit quietly and enjoy myself. I don't need all the modern distractions that I thought I needed. I learned that I can have fun doing simple things. In Appalachia, many people fill their time doing simple things. I learned so much from that.

The kids at camp taught me a lot too. They taught me to appreciate friendships and family more than anything else. The kids watched out for each other. Many of them seemed to care as much about their friend's feelings than their own. Those kids taught me to put people first.

Now that I am back home, I think about that wonderful summer a lot. I learned that the best things are life are simple and free.

**Summary:** *This essay clearly focuses on a significant experience and makes reference to the lessons the writer learned; however, the writing lacks specific details to make the experience come alive for the reader. The writing could be improved by adding sensory details and specific examples and by eliminating errors in grammar and spelling throughout the piece.*

*This piece might receive a 3 if evaluated by the holistic scoring method. It might receive a 83 if evaluated by the analytic scoring method—30 points for Focus/Organization, 26 points for Elaboration/Support/Style, and 27 points for Grammar, Usage, and Mechanics.*

*Opening identifies the significant personal experience.*

*Establishes an appropriate tone, but lacks sufficient detail*

*Explores the personal meaning of the experience, but includes repetitious statements*

*Lacks specific examples to support ideas*

*Conclusion states main lesson learned but seems underdeveloped.*

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

## Below-average Writing Model

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

**Assignment:** Write a one- to two-page essay about a particularly meaningful personal experience—something you had a strong reaction to or that affected your values.

#### Appalchia

I got to go to appalchia last summer and it was pretty amazing to me. I was a volunteer camp counselor at a camp for underprivileged children. I stayed with a family in a little cabin in appalchia.

The house where I stayed was different than my house in Texas. They do things much different there. You ain't in Kansas anymore, as the saying goes! Even though they do things different I liked it a lot. Thats why I learned so much.

I learned many things both from the kids and the family I stayed with. They were really super cool. My main job was to teach photography. Most of the kids had never even taken a picture in their whole entire lives. I taught them how to use a camera and it wasn't just a cheap camera it was a 35 mm. They learned how to focus and do everything else to run the camera. I also helped out by doing other chores.

In conclusion, appalchia changed the way I live today. I am glad that I had the chance to go there and learn so much.

**Summary:** *This essay focuses on a significant experience, but the writing is not fully developed. The essay repetitiously states that the writer learned many things from the experience, but the writing lacks specific details to adequately describe the experience and the lessons learned. Also, the writing uses an inconsistent and inappropriate tone. The piece could be improved by supporting the general statements with more specific sensory details, by eliminating repetitive statements, by maintaining a consistent tone that fits the essay's audience and purpose, and by eliminating the grammatical and spelling errors.*

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

*Opening introduces the significant event but includes spelling and capitalization errors.*

*Adopts an inappropriate tone; lacks sufficient detail about the people, place, and event*

*Fails to explore the personal impact of the experience*

*Conclusion states main idea but includes an awkward transition and is undeveloped.*

# Writing Assessment and Evaluation Rubrics

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

## Unit 2 Writing Process in Action: The Writing Process (pages 100–103) Analytic Evaluation Rubric

Personal Writing

<p><b>Focus/Organization</b></p> <ul style="list-style-type: none"> <li>• The writing focuses on a significant aspect of the writer’s childhood.</li> <li>• The piece shows how the writer was shaped by the experience.</li> <li>• The organization is appropriate for an audience of teachers, psychologists, parents, and teenagers.</li> <li>• The organization is unified and coherent, with an engaging introduction and a powerful conclusion.</li> </ul>	<p><b>Comments</b></p> <p style="text-align: right;">Score _____ /35</p>
<p><b>Elaboration/Support/Style</b></p> <ul style="list-style-type: none"> <li>• Specific, vivid details bring the memory to life.</li> <li>• The dialogue is believable and meaningful.</li> <li>• Each paragraph flows naturally into the next one.</li> <li>• Every paragraph serves the essay’s larger purpose.</li> </ul>	<p><b>Comments</b></p> <p style="text-align: right;">Score _____ /35</p>
<p><b>Grammar, Usage, and Mechanics</b></p> <ul style="list-style-type: none"> <li>• The writing is free of misspellings, and words are capitalized correctly.</li> <li>• Sentences are punctuated correctly, and the piece is free of fragments and run-ons.</li> <li>• Standard English usage is employed.</li> <li>• The paper is neat, legible, and presented in an appropriate format.</li> </ul>	<p><b>Comments</b></p> <p style="text-align: right;">Score _____ /30</p>

**Engagement in the Writing Process**

The student

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

**Comments**

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

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# Writing Assessment and Evaluation Rubrics

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

## Above-average Writing Model

### Writing Process in Action: The Writing Process (Unit 2, pages 100–103)

**Assignment:** Write a two-page essay that shows how a childhood experience helped shape the person you are today.

#### Going With the Flow

The thing I dreaded most happened when I was ten. As soon as it happened, I knew that things in my family would never be the same again.

It happened on an ordinary Saturday afternoon after Little League practice. When I walked into the house, I knew something was up. My mom was sitting in the den with her boyfriend. They both looked formal and stiff. Mom patted the couch cushion between them.

“Sit down over here, dear,” she said. “I have something to tell you.” My heart started thumping because I was sure by the serious way she was talking that something was wrong. “Richard and I have decided to get married,” she said. “Now you’ll have a dad.”

Mom broke into a smile, but I couldn’t smile back. My mother had raised me alone ever since my father died when I was a baby. Since she was the only parent, she took me everywhere she went. I never had a sitter. But when she met Richard, everything started to change. For the first time, I was stuck at home with a sitter so Mom could go out with Richard. When I would complain about Richard to my mom, she’d point out that he always offered to play catch with me or shoot hoops at the park. But I wanted my mom all to myself. I couldn’t imagine Richard living with us in our own house. Whenever I thought about him eating breakfast with us every morning, it gave me the chills.

That afternoon as I sat next to Richard, I didn’t know that I would grow to love him. Today, he is both my dad and one of my best friends. He got me interested in hockey and shows up at all of my games. He even made a rink in our backyard. Now I play so well that I have a chance at a hockey scholarship for college.

Other good things also grew out of my mom’s marriage to Richard. For one thing, I’m a more flexible person now than I was six years ago. I realized change doesn’t have to be a terrible thing. Sometimes change can even be exciting.

In the last few years, I’ve had to face other big changes. One of them was moving here to Portland last year. But this time, instead of being angry, I told myself, “Hey, this move is happening no matter what, so you may as well roll with it. It’ll be okay. After all, the thing you feared most happened, and you survived!” In fact, I have to admit, not only did I survive the thing I feared most, but my new life turned out surprisingly well.

**Summary:** This essay focuses on a significant childhood experience and shows how it has shaped the writer. The writing is well organized and includes vivid details and believable dialogue.

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 uses suspense to engage the reader’s interest.*

*Transition words and phrases effectively introduce the scene.*

*Realistic dialogue helps bring the event to life.*

*Clearly identifies the significance of the childhood event*

*Includes specific, vivid details*

*Paragraphs flow smoothly from one into the next.*

*States the impact of the experience*

*Conclusion presents thoughtful, specific insights.*

# Writing Assessment and Evaluation Rubrics

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

## Average Writing Model

### Writing Process in Action: The Writing Process (Unit 2, pages 100–103)

**Assignment:** Write a two-page essay about a particularly meaningful personal experience—something you had a strong reaction to or that affected your values.

#### Going with the Flow

Could life get any worse than this? That’s what I wondered on one fateful Saturday in my tenth year.

“Richard and I are getting married” my mom said.

The wedding was on a Saturday in the backyard and I had to keep my dog Checkers in my bedroom the whole time because my mom didn’t want him jumping on her dress. The party lasted a long time and was kind-of fun. Some of my friends came to it. We ended up playing basketball in the driveway until it got really late outside that night.

My real father died when I was really young so my mother was the only parent I ever knew. I hated the idea of her getting married again. I thought the only person she should ever have as her husband was my dad. When she started dating Richard, I had to stay home with a sitter. I didn’t like Richard at all at first because it seemed like he was taking my mother away from me. She used to take me everywhere before him.

Richard ended up being a great Stepdad. Now I can’t imagine my life without him. Because hockey is my main sport and one of my favorite past times. He got me interested in hockey.

Also, I learned to go with the flow. Before mom and Richard got married, I used to worry a lot. Fear is usually worse than reality, though. I think I’m pretty flexible today. When a big change comes up, I tell myself that things will be okay. For example, a couple years ago, we moved to this city. I figured things had worked out well before so why couldn’t this work out? Now I’m glad I’m here.

**Summary:** *This essay focuses on a significant experience in the writer’s childhood and states how the experience has affected the writer. However, the essay is poorly organized, and general statements are not adequately supported by specific details throughout the piece. The writing could be improved by eliminating the third paragraph, by adding vivid details and dialogue that bring the experience to life, and by adding effective transitions to connect the ideas and details both within and between paragraphs.*

*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—26 points for Focus/Organization, 28 points for Elaboration/Support/Style, and 23 points for Grammar, Usage, and Mechanics.*

*Opening sets up event but uses an unnatural tone.*

*Dialogue is bland and incorrectly punctuated.*

*Paragraph does not seem relevant to overall essay and includes grammatical errors.*

*Provides helpful background information, but lacks clear transitions*

*Lacks specific details and a logical sentence order*

*Conclusion states the impact of the experience but doesn’t flow naturally from the preceding paragraph.*



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

## Below-average Writing Model

### Writing Process in Action: The Writing Process (Unit 2, pages 100–103)

**Assignment:** Write a two-page essay about a particularly meaningful personal experience—something you had a strong reaction to or that affected your values.

#### Going with the Flow

I used to play little league when I was a kid. I loved baseball and it used to be my favorite sport. Now I like hockey best though. My Coach says if I keep playing as good as I do now that I'll probably get a scholarship to college. I started playing hockey after my Mom married Richard.

Before that though I didn't know if I would like him very much. Not as my Dad anyway. One day when I got home my Mom sat me down. Her then boyfriend Richard was there too. She told me "I have big news. Were getting married."

As far as I was concerned, this was the worst news she could have said. I didn't like Richard then because he took all my Mom's attention. I never had a babysitter until Richard came along. I don't anymore because I'm too old for one but then I figured when they got married that my life would never be the same again. But things worked out okay really. Richard and I get along now and I like him a lot. He's my Dad now not just my Step-Dad. He plays hockey just like I do. Actually, he taught me how to play and got me started. You never know when something happens how it will work out. This time things worked out pretty well.

*Opening is not engaging or clearly relevant.*

*Uses transitions between most sentences, but includes grammatical errors*

*Lacks specific details and an effective organizing strategy to support ideas*

**Summary:** *This essay attempts to describe a significant childhood experience and its impact on the writer's life. However, the essay is poorly organized, lacks specific details and examples, and contains grammatical errors that interfere with the writer's meaning. The writing could be improved by replacing the opening with more engaging and relevant statements; by creating a clear introduction, body, and conclusion with effective transitions; by adding vivid details and dialogue that bring the experience to life; and by eliminating the grammatical and spelling errors.*

*This piece might receive a 1 if evaluated by the holistic scoring method. It might receive a 63 if evaluated by the analytic scoring method—21 points for Focus/Organization, 23 points for Elaboration/Support/Style, and 19 points for Grammar, Usage, and Mechanics.*

# Writing Assessment and Evaluation Rubrics

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

## Descriptive Writing Analytic Evaluation Rubric

Descriptive Writing

<p><b>Focus/Organization</b></p> <ul style="list-style-type: none"> <li>• The description fulfills its purpose by presenting a clear and complete picture.</li> <li>• The description is appropriate for its intended audience.</li> <li>• The details are presented in a recognizable and appropriate order.</li> </ul>	<p><b>Comments</b></p> <p style="text-align: right;">Score _____ /35</p>
<p><b>Elaboration/Support/Style</b></p> <ul style="list-style-type: none"> <li>• Sensory details and exact words are used.</li> <li>• The details are sufficient and appropriate.</li> <li>• Transition words are used effectively.</li> </ul>	<p><b>Comments</b></p> <p style="text-align: right;">Score _____ /35</p>
<p><b>Grammar, Usage, and Mechanics</b></p> <ul style="list-style-type: none"> <li>• The writing is free of misspellings, and words are capitalized correctly.</li> <li>• Sentences are punctuated correctly, and the piece is free of fragments and run-ons.</li> <li>• Standard English usage is employed.</li> <li>• The paper is neat, legible, and presented in an appropriate format.</li> </ul>	<p><b>Comments</b></p> <p style="text-align: right;">Score _____ /30</p>

### Engagement in the Writing Process

The student

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

### Comments

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

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# Writing Assessment and Evaluation Rubrics

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

## Unit 3 Writing Process in Action: Descriptive Writing (pages 152–155) Analytic Evaluation Rubric

<p><b>Focus/Organization</b></p> <ul style="list-style-type: none"> <li>• The writing focuses on a strong and effective description of a particular setting, mood, character, and conflict for a television movie.</li> <li>• The method of organization is appropriate for a television movie proposal submitted to several television producers.</li> <li>• A consistent and effective point of view enhances the writing.</li> <li>• A clear opening immediately pulls readers into the situation, and a strong conclusion leaves readers wanting more.</li> </ul>	<p><b>Comments</b></p> <p style="text-align: right; margin-top: 100px;">Score _____ /35</p>
<p><b>Elaboration/Support/Style</b></p> <ul style="list-style-type: none"> <li>• Sensory details reflect all five senses.</li> <li>• Action words and specific, concrete language make the writing vivid.</li> <li>• The central conflict, mood, and characters are clear.</li> </ul>	<p><b>Comments</b></p> <p style="text-align: right; margin-top: 100px;">Score _____ /35</p>
<p><b>Grammar, Usage, and Mechanics</b></p> <ul style="list-style-type: none"> <li>• The writing is free of misspellings, and words are capitalized correctly.</li> <li>• Sentences are punctuated correctly, and the piece is free of fragments and run-ons.</li> <li>• Standard English usage is employed.</li> <li>• The paper is neat, legible, and presented in an appropriate format.</li> </ul>	<p><b>Comments</b></p> <p style="text-align: right; margin-top: 100px;">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

# Writing Assessment and Evaluation Rubrics

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

## Above-average Writing Model

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

**Assignment:** Write a one- to two-page description of a character and setting that establishes a strong personality, mood, and conflict for a television movie.

#### Subway Madness

The metal subway door scrapes open. Diandra sees a towering man jump into the subway car. With a mean look, he scans the already-terrified passengers' faces. Finally, his glare settles on Diandra. "Yeah, you'll do," he says. Poking her in the back, he shoves her out the door in front of him.

The scene just described would come about halfway through my proposed television movie. Called "Subway Madness," the movie is about the hijacking of a New York City subway train by a desperate escaped criminal named Randall Ratchett.

The main character is a sixteen-year-old girl named Diandra. As the movie opens, Diandra huddles in a back seat of a subway car. Dressed in denim cut-offs and a plain white T-shirt, she looks like an ordinary teenager. Her head is bent over a book of poems by Emily Dickinson. The tattered cover shows how much she loves this book. Now and then, Diandra twirls a lock of her curly, black hair in her finger, something she does when she's engrossed in a good book.

Suddenly, Diandra hears the terrifying announcement that the subway has been hijacked. The train begins rushing out of control. As it tears around corners, Diandra hears the screeching of metal scraping against metal. An empty baby stroller zooms past Diandra down the aisle. A man in a business suit is thrown to the floor. His black glasses fly off and are crushed under the stumbling feet of another passenger. Diandra cuts her lip when she is thrown against the hard plastic of the seat in front of her. Her tongue tastes blood.

Not much later, the hijacker takes Diandra hostage. He pushes her ahead of him to walk through the dark underground tunnels of the New York City subway. Its pitch black except for the dim light from Ratchett's flashlight. The light bounces creepily off the walls. It casts an eerie yellowish glow. Diandra sees the huddled bodies of rats scurrying along the subway wall. The smells of grime and dirt make her nauseous. Shivering, she stops and coughs, but Ratchett pokes her with his gun. "Just keep moving" he says roughly.

After several more hours of the police tracking the hijacker and Diandra, she manages to fool Ratchett and escape. At the end of the film, she walks out into the dazzling sunshine. The hot bright streets of a New York summer day never looked or felt so good to her.

**Summary:** *This description vividly presents a premise for an action movie. The use of concrete language and sensory details creates a clear setting, character, mood, and conflict.*

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

*Opening grabs reader's interest and uses dialogue to reveal character.*

*Synopsis clearly establishes the central conflict and characters.*

*Uses concrete language to present main character*

*Sensory details make the scene vivid.*

*Provides adequate transitions, details, and dialogue to develop the conflict*

*Effectively summarizes idea and leaves reader wanting more*

# Writing Assessment and Evaluation Rubrics

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

## Average Writing Model

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

**Assignment:** Write a one- to two-page description of a character and setting that establishes a strong personality, mood, and conflict for a television movie.

#### Subway Madness

The main character of the movie is a sixteen-year-old girl named Diandra. At the beginning of the movie, she is reading a book. Then, suddenly an action scene starts where the train is speeding out of control. The movie will focus on one car in particular. Right away, a hijacker takes over the train. The movie will focus on the one car that Diandra is in. All of the passengers will start screaming in terror. People are thrown in the aisles. A man in a business suit falls on the dirty floor. His sparkling white shirt became gray and grimey. The subway car screeches and an empty baby carriage rolls down the aisle. Meanwhile the train is surrounded by a pitch black tunnel. Later she is taken hostage by the hijacker. He will force her to walk through the dark subway tunnels. She feels scared and nauseous.

At the end of the movie, Diandra grabs the hijacker's gun and runs away and she finally pulls herself out of the subway and escapes into the fresh air. It should be sunny outside. Before she hated the hot humid days during the New York summers. Now she loves the bright, sunny streets. After her terrifying walk through subway tunnels, the city streets will seem better than ever before to her.

The story should take place in New York City because that is the perfect city for this kind of action and suspense movie.

**Summary:** *This description provides adequate details to introduce the main character and conflict for a movie proposal, but the opening sentence is dull, and the character and conflict are not well developed. Also, grammatical and spelling errors interfere with the writing's overall effectiveness. The description could be improved by revising it to include a more compelling opening sentence, by using specific details and vivid language that more clearly depict the main character, and by eliminating the final 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—29 points for Focus/Organization, 26 points for Elaboration/Support/Style, and 23 points for Grammar, Usage, and Mechanics.*

*Opening establishes character and conflict, but language is not engaging.*

*Includes specific details, but transitions and tense shifts are awkward*

*Details show setting but do not help to adequately develop main character or conflict.*

*Conclusion is vague and does not leave readers wanting more.*

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

## Below-average Writing Model

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

**Assignment:** Write a one- to two-page description of a character and setting that establishes a strong personality, mood, and conflict for a television movie.

#### Subway Madness

The movie has to be in New York City. That's exactly where I imagine it. It takes place on the subway there which I rode once. In this movie, though, a guy highjacks the train. He just escaped from prison a couple days earlier. He was in prison for murder. No one on the train knows this part though until the police find out later. When he highjacks the subway there is a lot of trouble on the train. People fall down on the floor. There is lots of screaming and crying.

One girl ends up being the hero. Her name is Diandra. She is sixteen-years-old. She was riding the train when it was highjacked. So anyway she's the one who the highjacker takes for his hostage. The train is crowded but he picks her to be the one. She has to walk with him down the subway tracks. It's pitch black there. He has a flashlight but it's still very, very dark. There are even rats. A lot of scary things happen after he takes her hostage and everyone will wonder what's going to happen next.

But at the end of the movie Diandra will escape. First she gets the guy's weapons away. So it has a happy ending! This would make a very good suspense movie and I don't think there's been one like it already.

**Summary:** *This description focuses on the characters, conflict, and setting for a movie, but the writing is choppy and disorganized, the opening lacks energy, and the conflict is vaguely described. The piece could be improved by revising it to include more sensory details to support the general statements and to create a specific scene. Also, the piece could be improved by following a clearer organizational strategy, by eliminating the writer's opinion and personal experiences, and by correcting errors in grammar, punctuation, and spelling.*

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

*Opening establishes conflict and setting but includes irrelevant information and is poorly organized.*

*Includes some specific details, but much of the description is vague and repetitive.*

*First-person point of view and opinions distract from the description.*

# Writing Assessment and Evaluation Rubrics

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

## Narrative Writing Analytic Evaluation Rubric

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

**Engagement in the Writing Process**

**Comments**

The student

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

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

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Narrative Writing

# Writing Assessment and Evaluation Rubrics

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

## Unit 4 Writing Process in Action: Narrative Writing (pages 194–197) Analytic Evaluation Rubric

<p><b>Focus/Organization</b></p> <ul style="list-style-type: none"> <li>• The writing focuses on an astonishing person and reveals that person’s character.</li> <li>• Details are arranged logically, and the chronology of events is clear.</li> <li>• The writing includes the writer’s reflections about the subject.</li> </ul>	<p><b>Comments</b></p> <p style="text-align: right;">Score _____ /35</p>
<p><b>Elaboration/Support/Style</b></p> <ul style="list-style-type: none"> <li>• Actions, anecdotes, dialogue, and physical descriptions are used to reveal character.</li> <li>• Figurative language is used to make descriptions vivid.</li> <li>• Transitions are used to gather ideas into a unified and coherent whole.</li> <li>• The tone is appropriate to the subject and reveals the writer’s attitude towards it.</li> </ul>	<p><b>Comments</b></p> <p style="text-align: right;">Score _____ /35</p>
<p><b>Grammar, Usage, and Mechanics</b></p> <ul style="list-style-type: none"> <li>• The writing is free of misspellings, and words are capitalized correctly.</li> <li>• Sentences are punctuated correctly, and the piece is free of fragments and run-ons.</li> <li>• Standard English usage is employed.</li> <li>• The paper is neat, legible, and presented in an appropriate format.</li> </ul>	<p><b>Comments</b></p> <p style="text-align: right;">Score _____ /30</p>

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 194–197)

**Assignment:** For an essay contest judged by high school juniors, write a two-page narrative about a person you find astonishing and inspiring.

#### A Test of Courage

The live grenade sizzled through the air, then landed just a few feet away from Chuck. Acting by instinct, Chuck lunged for the grenade and heaved it back towards the Nazi line. His heroic act saved the lives of his comrades, but it extracted from Chuck an enormous toll: his hands.

After a long stay in the army hospital, my great-uncle Chuck was discharged with honors. Home was Sioux City, Iowa, but Chuck lingered in San Francisco, where his plane had landed. He spent hours walking the steep streets, barely noticing the beauty of the surrounding California hills. Instead, he thought of his fiancée Catherine who was waiting for him in Sioux City. They had become engaged just before he left for the war in Europe. She was a petite, beautiful Irish girl, and he was very much in love with her. But how could he face her with just a stub for his left hand and a hook for his right hand? He couldn't even bring himself to call her. Picking up the live grenade at times seemed easier than picking up the phone and calling Catherine.

But at last Chuck summoned the courage and called. "When are you coming home, Chuck?" Catherine asked. "You and I have some marrying to do!"

When Chuck went home to marry his bride, he didn't have an established career. He did have a dream, however, that he'd formed during his long hospital stay. Chuck wanted to be a radiologist. He had a brilliant scientific mind and a passion for medicine. In radiology, he could use these strengths to excel and his physical handicap would not hold him back.

Supported by the love of a devoted wife and his determination to succeed, Chuck went to college and medical school. Catherine typed all of his papers. During medical school, their first son was born. Eventually, they had six more children.

His children loved him and looked up to him—just like his patients did. Just like I did. At church, Chuck would usually be holding one of the children. If you looked, you could see the hook where once his right hand had been. But usually, you didn't notice. I think it's because Uncle Chuck didn't notice it himself. He was so busy doing the things that he *could* do, that he never thought about what he *couldn't* do. Of course, he had my Aunt Catherine to help him along. The devotion they showed to each other would be inspirational even if Uncle Chuck wasn't a wounded war hero who had gone on to accomplish so much more. He had the courage to live a full, happy life.

*Realistic action brings the character to life.*

*Clearly indicates the significance of the individual*

*Chronological ordering of events provides good narrative organization.*

*Parallel structure emphasizes a comparison that reveals the subject's character*

*Good use of dialogue to make people and events real*

*Covers a broad span of time to show the extent of the person's achievements*

*Emphasizes subject's inspirational qualities*

*Good use of physical description*

**Summary:** *This narrative is a sensitive, well-developed portrayal of an inspirational person.*

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

# Writing Assessment and Evaluation Rubrics

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

## Average Writing Model

### Writing Process in Action: Narrative Writing (Unit 4, pages 194–197)

**Assignment:** For an essay contest judged by high school juniors, write a two-page narrative about a person you find astonishing and inspiring.

#### My Uncle Chuck

When my great-uncle Chuck was a soldier in World War II, he performed a huge act of courage. The Germans tossed a live hand grenade into his battle position. If Chuck didn't act quickly, the grenade would explode and kill all the soldiers nearby. Taking daring and quick action, Chuck picked up the grenade and threw it back toward the Nazis. He was a hero, but he paid a huge price. He lost his hands.

Before he passed away, I used to see my great-uncle Chuck at church on Sundays. By then he was a doctor. Most people would think it would be impossible for a man who had his physical handicap to become an MD, but he became a radiologist.

After the war, Chuck flew back to the states. For a few days, he wandered through San Francisco. He couldn't bear to go home to Sioux City, Iowa right away because he couldn't face his fiancée Catherine. Chuck had only a stub remaining for his left hand. His right hand was replaced with a hook. He didn't think Catherine would want to marry him with these major handicaps. He really loved her so it broke his heart to think that. Finally, he got up the courage to call her. She said words that he would never forget, "When are you coming home, Chuck? You and I have some marrying to do"! He must have been really happy that she married him anyway. They always seemed happy together.

Uncle Chuck became interested in medicine while he was in the army hospitals. Like I say, he ended up becoming a radiologist. In that kind of medicine, he did not need full use of his hands, just his mind. He was really smart. He didn't go to college until after he was home from the war. He got to go on the GI bill. That helped a lot of people go around that time. During college, his wife Catherine typed all his papers.

Chuck was a tall, digified, good-looking man. When I saw him at church he'd usually be holding one of his seven children. If I cared to look, I could see the hook on his right hand. I usually never noticed it though, probably because he himself never seemed to pay any attention to his handicap so why should I. He was focused on life. And that takes courage!

**Summary:** *This narrative clearly shows the significance of a memorable and inspirational character. However, information is not presented in a logical order, and grammatical errors distract from the focus.*

*This piece might receive a 2 if evaluated according to the holistic scoring method. It might receive a 79 if evaluated according to the analytic scoring method—24 points for Focus/Organization, 30 points for Elaboration/Support/Style, and 25 points for Grammar, Usage, and Mechanics.*

*Realistic action brings the character to life.*

*Clearly indicates the significance of the individual*

*Lack of transitions and deviation from chronological order make sequence of events confusing.*

*Good use of detail to reveal the character's struggle*

*Dialogue helps make people and events real.*

*Information is not presented in a logical order; some information does not maintain the focus on the subject.*

*Physical description paints a visual picture of the character.*

*Run-on sentence is awkward.*

# Writing Assessment and Evaluation Rubrics

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

## Below-average Writing Model

### Writing Process in Action: Narrative Writing (Unit 4, pages 194–197)

**Assignment:** For an essay contest judged by high school juniors, write a two-page narrative about a person you find astonishing and inspiring.

#### Be Brave

We have a great-uncle named Chuck who was a hero in World War II. He picked up a hand grenade and threw it back at the enemy. He saved the lives of all the soldiers around him but the grenade blew up too close to him and he lost his hands. After that, he had to wear a hook on his right hand and he only had part of his other hand left. You would think that his chances for a good job were ruined, especially his chances at being a doctor but after the war he started medical school. He became a radiologist because with that you do not need to really use your hands that much. A radiologist studies x-rays and medical tests and helps people get over cancer by deciding if radiation will help a patient. A radiologist makes important decisions, for example, about how much radiation to give. He could have gotten a fake hand instead of a hook later on but I guess he was used to the hook and he could work alright. He made alot of money. I think a radiologist makes even more than some other kind of doctors. But that's not the reason he picked it.

Uncle Chuck was married after the war. At first he didn't even want to go home. He didn't want to show his handycap to his fiancay. He stayed in San Fransisco for awhile. Finally he got up the nirve to call. His fiancay didn't care at all about his handycap. She said, "When are you getting home? We have some marrying to do!" Uncle Chuck says he knows some other people from the war who's girlfriends didn't want to marry them when they got home, even if they weren't hurt. He always said he was lucky Aunt Catherine wasn't like that.

Most people never even notice Uncle Chuck's hook. He had a lot of courage to pick up that grenade. He probably had even more courage to become a doctor. To me, he is a great man.

**Summary:** *Although this narrative reveals the significance of an important character, it lacks a clear organizational structure and doesn't include enough details and descriptions to make the person come to life. The writing would be improved by telling the events in the order they happened, by adding more specific details about the character, and by deleting information that is not directly related to the subject's life and character.*

*This piece might receive a 1 if evaluated according to the holistic method. It might receive a 64 if evaluated according to the analytic scoring method—23 points for Focus/Organization, 22 points for Elaboration/Support/Style, and 19 points for Grammar, Usage, and Mechanics.*

*Tells why a particular character is memorable*

*Contains run-on sentences*

*Loses focus on the character by jumping to a subtopic*

*Events are told out of order.*

*Good use of dialogue, but includes irrelevant information.*

# Writing Assessment and Evaluation Rubrics

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

## Expository Writing: Explaining and Informing Analytic Evaluation Rubric

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

**Expository Writing**

**Engagement in the Writing Process**

**Comments**

The student

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

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

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# Writing Assessment and Evaluation Rubrics

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

## Expository Writing: Cause and Effect Analytic Evaluation Rubric

<p><b>Focus/Organization</b></p> <ul style="list-style-type: none"> <li>• The cause-and-effect relationships are clearly explained and convincing.</li> <li>• The explanation is appropriate for its intended audience.</li> <li>• Causes and effects are organized in a clear pattern that contributes to the meaning of the piece.</li> </ul>	<p><b>Comments</b></p> <p style="text-align: right; margin-top: 100px;"><i>Score _____ /35</i></p>
<p><b>Elaboration/Support/Style</b></p> <ul style="list-style-type: none"> <li>• Sufficient details are used to clarify cause-and-effect relationships.</li> <li>• Effective transition words are used to connect causes and effects.</li> </ul>	<p><b>Comments</b></p> <p style="text-align: right; margin-top: 100px;"><i>Score _____ /35</i></p>
<p><b>Grammar, Usage, and Mechanics</b></p> <ul style="list-style-type: none"> <li>• The writing is free of misspellings, and words are capitalized correctly.</li> <li>• Sentences are punctuated correctly, and the piece is free of fragments and run-ons.</li> <li>• Standard English usage is employed.</li> <li>• The paper is neat, legible, and presented in an appropriate format.</li> </ul>	<p><b>Comments</b></p> <p style="text-align: right; margin-top: 100px;"><i>Score _____ /30</i></p>

**Engagement in the Writing Process**

**Comments**

The student

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

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

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Expository Writing

# Writing Assessment and Evaluation Rubrics

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

## Expository Writing: Comparison and Contrast Analytic Evaluation Rubric

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

**Expository Writing**

**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 .....

## Unit 5 Writing Process in Action: Expository Writing (pages 252–255) Analytic Evaluation Rubric

<p><b>Focus/Organization</b></p> <ul style="list-style-type: none"> <li>• The specific benefits of a piece of high-tech equipment are analyzed and explained.</li> <li>• The opening paragraph includes a thesis statement focusing on the equipment and the need for it.</li> <li>• The writing analyzes the school's needs and shows how the equipment meets those needs.</li> <li>• The ideas in the body of the essay flow logically from the thesis.</li> </ul>	<p><b>Comments</b></p> <p style="text-align: right;">Score _____ /35</p>
<p><b>Elaboration/Support/Style</b></p> <ul style="list-style-type: none"> <li>• The tone of the essay is appropriate for a corporate board of directors.</li> <li>• The school's needs, the benefits of the equipment, and the equipment itself is explained with specific details.</li> <li>• Unfamiliar terms are explained.</li> <li>• Transitional words and phrases create unity and coherence.</li> </ul>	<p><b>Comments</b></p> <p style="text-align: right;">Score _____ /35</p>
<p><b>Grammar, Usage, and Mechanics</b></p> <ul style="list-style-type: none"> <li>• The writing is free of misspellings, and words are capitalized correctly.</li> <li>• Sentences are punctuated correctly, and the piece is free of fragments and run-ons.</li> <li>• Standard English usage is employed.</li> <li>• The paper is neat, legible, and presented in an appropriate format.</li> </ul>	<p><b>Comments</b></p> <p style="text-align: right;">Score _____ /30</p>

### Engagement in the Writing Process

The student

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

### Comments

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

# Writing Assessment and Evaluation Rubrics

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

## Above-average Writing Model

### Writing Process in Action: Expository Writing (Unit 5, pages 252–255)

**Assignment:** Write a two-page essay explaining to a corporate board of directors how a piece of high-tech equipment would benefit your school.

#### On-Campus Movie Studios

At Sullivan High School we have a great Web site for interactive learning that enables students to share their projects. Presently, however, we can only post text documents and still photos there. Our Web site’s educational benefits would be greatly enhanced if we could also post student videos. To do that, our school needs a top-end portable computer, film-editing software, and a camcorder.

Why do we need videos on our Web site? Because film is far superior to text and still photos in capturing certain academic projects. Right now, the sophomore home economics class is studying child care. Students have gone to local preschools and posted reports about them on the Web site. Several students said a video format would have been more effective than text for their reports. For example, they could have presented footage of a day care worker actually calming an angry two-year-old child instead of explaining the situation in writing.

We could use video in many other ways as well. Video can show students performing experiments in science classes, can capture live performances in the music and theater department, or can record hands-on demonstrations at Sullivan. The whole community could benefit from having online access to these educational and cultural events. Since the community pays the taxes that fund Sullivan, it deserves that type of access.

To make these films for our Web site, Sullivan needs a portable computer with film editing software and an attached camcorder. The computer needs a processor speed of at least 500 MHz. State-of-the-art models that are available now have up to 256MB RAM and up to 18.1GB hard drives for storing the files and applications necessary to produce multiple videos. The computer must also have a port for digital video editing and data transfer. These capabilities would allow us to capture digital video on location anywhere. The computer must also be equipped with video-editing software. The complete system I’ve just described costs approximately \$3,000.

At Sullivan High, we already have the student expertise to make videos and exciting projects that deserve to be shared on video through our Web site. What we don’t have is the technical equipment to make this happen. Three thousand dollars would purchase the necessary equipment and make this dream a reality.

**Summary:** *This essay offers well-supported explanations that flow coherently from a sound thesis. The writing is appropriate to a corporate audience.*

*The essay 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.*

*Thesis clearly states what equipment is needed and why.*

*Good transitions create coherence.*

*Cause-effect organization well-suited to expository essay*

*The body of the narrative flows from the opening thesis; clearly explains specific benefits of the equipment.*

*Basic explanation of how the equipment works*

*Well supported with specific details*

*Throughout, formal tone suitable to a corporate audience*



# Writing Assessment and Evaluation Rubrics

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

## Average Writing Model

### Writing Process in Action: Expository Writing (Unit 5, pages 252–255)

**Assignment:** Write a two-page essay explaining to a corporate board of directors how a piece of high-tech equipment would benefit your school.

#### On-Campus Movie Studios

Sullivan High needs equipment to help us make digital movies for our interactive educational Website. The needed equipment includes a high-end portable computer, film-editing software, and a camcorder.

Right now, Sullivan's Website can only publish print documents and still photos. It would help a lot if we could publish student videos. There are many demonstrations and activities at Sullivan that would make good films. These days, people would rather see films and videos about this stuff than read a newspaper article about what's going on, especially for certain kinds of activities.

The computer has to be a power portable. It should be a multimedia model with a speed of at least 500 MHz. It should also have up to 256MB RAM and up to 18.1 GB hard drives because it will need to store tons of files and applications. And the computer must have a port for digital video editing and data transfer. This lets users plug in a camcorder. We could go anywhere with this stuff and make films.

Besides the computer, we would need software for editing the digital films. Lastly, we need a camcorder. The whole thing including the computer, software, and camcorder costs about \$3,000.

There are many students at Sullivan who can make excellent digital movies. We already have a place to post them—our Web site. Now we need the equipment to make this dream a reality.

**Summary:** *While this essay does a good job of explaining what equipment is needed, it does not sufficiently elaborate upon the equipment's uses and the benefits to the school. In addition, in some places the vocabulary is too informal for a corporate audience. The essay could be improved if the information included in the conclusion—that the school has a Web site that could be used to post videos—was introduced earlier and discussed in more detail.*

*This essay would probably receive a 2 if evaluated by the holistic scoring method. It might receive a 79 if evaluated by the analytic scoring method—27 points for Focus/Organization, 24 points for Elaboration/Support/Style, and 28 points for Grammar, Usage, and Mechanics.*

*Strong thesis states what equipment is needed.*

*Does not sufficiently analyze benefits of the equipment*

*Weak transitions interrupt flow of ideas.*

*Specific details support main idea, but language is too informal for audience.*

*Lists necessary equipment but does not fully explain use*

# Writing Assessment and Evaluation Rubrics

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

## Below-average Writing Model

### Writing Process in Action: Expository Writing (Unit 5, pages 252–255)

**Assignment:** Write a two-page essay explaining to a corporate board of directors how a piece of high-tech equipment would benefit your school.

#### On-Campus Movie Studios

I think our high school needs a special computer to make digital movies. Then we could put videos on our school Web site. Right now we don't have any equipment to make digital movies, so we can only put pictures on our Web site. There are lots of times when a video would be better than pictures or words. One example is that sometimes we do experiments in science classes. It would be neat to make a video of these experiments and show them step by step. A written report is not nearly as good to see an experiment as a video. Anyone would rather see a movie than read a book, and the same goes for a web site or any school stuff. I'd always rather see a video, movie, or even slide than listen to someone talk or read a book.

You can buy a whole system to make digital movies for about \$3,000. First you need a portable computer making sure that it has lots of memory. You also need to get a program to edit the videos. And you need to get a camcorder. The camcorder attaches to the computer. You can take it anywhere and make movies.

Sullivan's website would be really improved by having videos. Lots of kids want to be directors when they grow up or want to major in film or go to film school when they go to college. There's a lot of jobs in special effects or whatever, not just directing. This could help people get jobs. All we need to do is get the right equipment.

*Opening addresses topic.*

*Insufficient analysis of benefits of the equipment*

*Example serves as a supporting detail.*

*Lacks coherent organization; deviates from main idea*

*Incomplete explanation of the equipment*

*No attention to audience*

**Summary:** *Although there is evidence of an attempt to respond to the prompt, the essay does not analyze the need for the equipment or present enough details about it, and the tone is inappropriate to the audience. In addition, the discussion of career goals is not integrated into the rest of the essay. This essay would be improved by a clear thesis that identified the equipment needed and the reason the equipment is needed. Then one body paragraph could describe the need for the equipment, one paragraph could describe the ways the equipment would be used, and one paragraph could describe the equipment itself.*

*This essay might receive a 1 if evaluated by the holistic scoring method. It might receive a 67 if evaluated by the analytic scoring method—23 points for Focus/Organization, 20 points for Elaboration/Support/Style, and 24 points for Grammar, Usage, and Mechanics.*

# Writing Assessment and Evaluation Rubrics

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

## Persuasive Writing Analytic Evaluation Rubric

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

**Engagement in the Writing Process**

The student

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

**Comments**

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

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Persuasive Writing

# Writing Assessment and Evaluation Rubrics

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

## Unit 6 Writing Process in Action: Persuasive Writing (pages 306–309) Analytic Evaluation Rubric

<p><b>Focus/Organization</b></p> <ul style="list-style-type: none"> <li>• The opening captures the audience’s attention.</li> <li>• The speech uses a personal experience or observation to persuade the audience to follow a specific course of action.</li> <li>• The main course of action is presented in the thesis.</li> <li>• The essay’s body flows from and supports the thesis.</li> <li>• The argument is presented in a logical order, and transitions are used to make that order clear.</li> </ul>	<p><b>Comments</b></p> <p style="text-align: right;">Score _____ /35</p>
<p><b>Elaboration/Support/Style</b></p> <ul style="list-style-type: none"> <li>• At least one piece of evidence supports each major point.</li> <li>• The tone is appropriate to a ninth-grade audience.</li> <li>• Humor, irony, or vivid or enthusiastic language is used to appeal to the audience.</li> <li>• Specific facts, experiences, or opinions are the basis for all generalizations.</li> </ul>	<p><b>Comments</b></p> <p style="text-align: right;">Score _____ /35</p>
<p><b>Grammar, Usage, and Mechanics</b></p> <ul style="list-style-type: none"> <li>• The writing is free of misspellings, and words are capitalized correctly.</li> <li>• Sentences are punctuated correctly, and the piece is free of fragments and run-ons.</li> <li>• The paper is neat, legible, and presented in an appropriate format.</li> </ul>	<p><b>Comments</b></p> <p style="text-align: right;">Score _____ /30</p>

### Engagement in the Writing Process

The student

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

### Comments

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

# Writing Assessment and Evaluation Rubrics

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

## Above-average Writing Model

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

**Assignment:** Prepare a one- to two-page speech persuading ninth graders to take a particular course of action in order to avoid a common pitfall of high school.

#### Orange Neon Socks

Welcome to high school! You are probably receiving lots of advice: Study hard. Be polite. Remember your locker combination. Well, here's one more nugget of wisdom to help you make it through high school: wear orange neon socks! That is, wear orange neon socks *if you feel like it*. Dress in your own style. Be you. Don't bother trying to fit in to the fickle trends of status and fashion.

This advice is probably the opposite of what you're getting right now, isn't it? I bet you're feeling pressured to conform to a certain dress style. I know I was. And I fell for all that pressure too. I learned the hard way, that trying to be cool by wearing brand-name clothes just isn't worth it.

Why not? First of all, following fads is the fastest way to go broke. Brand names are expensive. For example, a brand-name shirt usually costs \$60 or \$70. Even a T-shirt can cost \$40. Once I spent two months' allowance on one pair of pants. I was so broke that I couldn't afford to go out anywhere and wear them!

Secondly, wearing what someone else thinks is cool takes away your control. You feel edgy because you can't make decisions for yourself. In my freshman year, I was always looking around to see what others were wearing. I even studied ads to see what was cool. I can think of a lot better ways to spend my time.

Lastly, when you worry about trends, you don't have a chance to find out what you like. I discovered by accident that it's more fun to create your own style. One day I went to the mall with a group of my friends to buy new athletic shoes. I remember sitting in one store with expensive brand-name shoes piled all around me. I was uptight about spending all my money. I also felt nervous about deciding which pair was the most rad. Then I spotted a pair of orange, neon socks on a sale rack. They were the first clothes I had really liked all day. My friends had a fit when I decided to get them. For once, I didn't care. I just wanted to have glowing feet, I guess. Plus, the socks were in my budget: \$2.79!

Buying those socks was a turning point for me. Pretty soon, I started buying other things that fit my own personality. My friends started to think my clothes were pretty cool, and they envied my suddenly having extra money.

So, if you find yourself studying a rack of overpriced clothes, stop and look around. Isn't there a pair of orange neon socks nearby that you'd really rather buy?

**Summary:** *This speech is well supported with specific examples and anecdotes and a casual tone that appeals to a ninth-grade audience.*

*This speech 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.*

*Lively opening captures the reader's attention.*

*Includes a thesis that clearly indicates a course of action*

*Uses a lightly humorous, conversational tone that is suitable to audience*

*Generalizations are based on specific details.*

*Transitions make organization clear.*

*Persuasive arguments reflect sound reasoning.*

*Anecdotes support argument.*

*Conclusion reemphasizes thesis.*

# Writing Assessment and Evaluation Rubrics

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

## Average Writing Model

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

**Assignment:** Prepare a one- to two-page speech persuading ninth graders to take a particular course of action in order to avoid a common pitfall of high school.

#### Orange Neon Socks

When you start high school, you get lots of pressure to buy expensive clothes. But this is not a good idea for lots of reasons.

First it's too expensive. Most of the clothes that your friends will pressure you to buy have brand names. One shirt will usually cost you \$60 to \$70. An ordinary T-shirt might run \$45. After you spend all your money on these expensive clothes, you don't have enough left over to do other fun things.

A second reason is that you end up feeling anxious when you let other people decide what is cool for you. Believe me that's a drag.

Lastly it doesn't let you develop your own style. Creating your own style of dressing is lots of fun. I found this out by accident. One day at the mall I saw a pair of orange neon socks. My friends told me not to buy them but I really liked the way they glowed. They looked like me. Plus they were cheap.

I had lots of fun wearing those socks. From then on I started buying more things that I liked. Pretty soon they thought it was cool. Plus they liked hitting me up for loans since I suddenly had lots of extra bank. So my advice is to not let yourself feel pressured to buy fads. Get something that reflects your own personality. Maybe a pair of orange neon socks?

**Summary:** *This speech presents convincing arguments to persuade a ninth-grade audience to follow a course of action. However, the beginning of the speech is not engaging, and some of the arguments are not well developed. The speech could be improved by further developing the argument in the second paragraph and by opening with a vivid anecdote, an attention-getting statement, or a display of enthusiasm.*

*This piece would probably receive a 3 if evaluated by the holistic scoring method. It might receive an 88 if evaluated by the analytic scoring method—33 points for Focus/Organization, 28 points for Elaboration/Support/Style, and 27 points for Grammar, Usage, and Mechanics.*

*Opening presents a course of action but doesn't engage readers.*

*Persuasive arguments reflect sound reasoning.*

*A well-organized flow of ideas, but the main point is underdeveloped*

*Transitions into paragraphs are clear; good use of anecdote to support an argument.*

*Unclear pronoun referents; throughout, lack of commas with introductory phrases and clauses*

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

## Below-average Writing Model

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

**Assignment:** Prepare a one- to two-page speech persuading ninth graders to take a particular course of action in order to avoid a common pitfall of high school.

#### Orange Neon Socks

Don't let anybody tell you what to wear in high school. Just wear what you feel like. Even if you want to wear orange neon socks. Some clothes are very expensive. Believe me, I know. I've gone broke lots of time trying to keep up with the what's dope. Another reason is that you let somebody else make up your mind for you. You should make up your own mind. You should decide what kind of clothes you want to buy and get those. Don't follow what people are calling cool. Don't follow peer pressure with drugs, drinking, curfew. They aren't really your friends anyway if they act like that.

Lastly, you will have more fun if you get your own style. It's fun to pick out things you like and get a personal style. You don't get in trouble from drinking and you won't need to worry about getting busted or nothing, just be you. Lots more fun than letting ads and commercials or peer pressure tell you what to do. I found this out by getting a pair of orange neon socks. My friends thought I was crazy but I liked those socks. It was so much fun wearing them that I stopped worrying about what other people thought.

**Summary:** *Although this speech attempts to persuade ninth graders to take a course of action, it lacks a clear thesis and its arguments are underdeveloped. The speech could be improved by opening with a strong thesis statement and by presenting each argument related to the thesis in a separate paragraph. In addition, each argument should be developed with at least one specific fact, example, or anecdote.*

*This speech would probably receive a 1 if evaluated by the holistic scoring method. It might receive a 69 if evaluated by the analytic scoring method—25 points for Focus/Organization, 22 points for Elaboration/Support/Style, and 22 points for Grammar, Usage, and Mechanics.*

*No clear opening*

*Attempts to present arguments but lacks supporting details*

*Lacks an organized structure; introduces unrelated arguments*

*Shows an awareness of audience but contains sentence fragments and run-ons*

