

UNIT 1 – WRITING ASSESSMENT (PG 55)

WRITING PROMPT: Make a postcard about yourself. Send the postcard to a friend or relative.

Note: It is recommended that page 45 of the Language Practice Book be used as a scaffold for the first draft of this writing assessment. The final version will be the student's original creation.

POSTCARD			
Compare the student's interview to the features listed below.			
Check the Boxes that Apply	Evident	Partially Evident	Not Yet Evident
1. The postcard includes the date, a greeting, a message, a closing, a signature and the recipient's name and address.			
2. Sentences start with capital letters.			
3. Sentences end with the correct marks.			
4. The postcard includes a picture.			

SCORING RUBRIC

Evaluate the student's performance in each category. Determine the overall score and place it in the upper right hand corner.

SCALE	DEVELOPMENT OF IDEAS	ORGANIZATION	LANGUAGE & CONVENTIONS
4	The postcard includes an appropriate greeting and closing. The message includes a variety of personal information about the student. The message correctly uses a variety of personal pronouns and present tense verbs. The postcard includes a proper mailing address. Information reflects extensive use of target vocabulary for Unit 1 (personal information, communication, numbers).	The postcard includes all elements of a friendly letter (date, greeting, message, closing, signature, recipient's name and mailing address). The postcard includes a detailed picture of the student's home.	Information is conveyed in complete sentences and consistently has correct word order, subject-verb agreement, capitalization, punctuation and spelling.*
3	The postcard includes an appropriate greeting and closing. The message includes personal information about the student. The message correctly uses personal pronouns and present tense verbs. The mailing address may contain minor errors in format. Information reflects some use of target vocabulary for Unit 1 (personal information, communication, numbers).	The postcard includes most elements of a friendly letter (date, greeting, message, closing, signature, recipient's name and mailing address). The postcard includes a picture of the student's home.	Information is conveyed in complete sentences and usually has correct word order, subject-verb agreement, capitalization, punctuation and spelling.*
2	The postcard may lack a greeting and/or closing. Some personal information about the student is missing. Personal pronouns and present tense verbs are often incorrect. The mailing address may contain major errors in format. Information reflects limited use of target vocabulary for Unit 1 (personal information, communication, numbers).	The postcard is lacking most elements of a friendly letter (date, greeting, message, closing, signature, recipient's name and mailing address). The picture may not show the student's home.	Information is conveyed in incomplete sentences and lacks correct word order, subject-verb agreement, capitalization, punctuation and/or spelling.*
1	The postcard lacks a greeting and closing. The message contains no personal information about the student. Personal pronouns and present tense verbs are missing or incorrect. The postcard does not include a mailing address. Information reflects no use of target vocabulary for Unit 1 (personal information, communication, numbers). Student copied the model word-for-word.	The postcard does not follow the format of a friendly letter. There is no picture.	Information is conveyed in single words or phrases and contains numerous errors in word order, subject-verb agreement, capitalization, punctuation and/or spelling.* Errors impede communication.

*Students must be held accountable for material which has previously been covered in *High Point*, but should not be penalized for Language & Conventions skills which have not yet been introduced.

UNIT 2 – WRITING ASSESSMENT (PG 69)

WRITING PROMPT: Use food to make a piece of art. Write a card to tell how you make it. Then have an art show with your class!

Note: It is recommended that page 50 of the Language Practice Book be used as a scaffold for the first draft of this writing assessment. The final version will be the student's original creation.

EXHIBIT CARD			
Compare the student's interview to the features listed below. Check the Boxes that Apply			
	Evident	Partially Evident	Not Yet Evident
1. The exhibit card includes all the steps.			
2. The sentences include adjectives to describe the foods used.			
3. Each sentence begins with a capital letter and ends with a period.			
4. The exhibit card includes a picture or model.			

SCORING RUBRIC

Evaluate the student's performance in each category. Determine the overall score and place it in the upper right hand corner.

SCALE	DEVELOPMENT OF IDEAS	ORGANIZATION	LANGUAGE & CONVENTIONS
4	Information includes a variety of sensory adjectives to describe the foods used in the project. Various present tense action verbs accurately describe the steps in the process. Information reflects extensive use of target vocabulary for Unit 2 (foods and food groups; colors, shapes and sizes).	The information on the exhibit card includes more than three complete sentences that explain the steps. The picture or model shows an original, artistic use of food.	Information is conveyed in complete sentences and consistently has correct word order, subject-verb agreement, capitalization, punctuation and spelling.*
3	Information includes appropriate adjectives to describe the foods used in the project. Present tense action verbs accurately describe the steps in the process. Information reflects some use of target vocabulary for Unit 2 (foods and food groups; colors, shapes and sizes).	The information on the exhibit card includes two or three complete sentences that explain the steps. The picture or model shows an artistic use of food.	Information is conveyed in complete sentences and usually has correct word order, subject-verb agreement, capitalization, punctuation and spelling.*
2	Information includes few adjectives to describe the foods used in the project. One or two present tense action verbs name the steps in the process. Verbs may be used incorrectly. Information reflects limited use of target vocabulary for Unit 2 (foods and food groups; colors, shapes and sizes).	The information on the exhibit card does not explain the steps in the process and/or uses incomplete sentences. The picture or model is incomplete, or does not reflect the information on the card.	Information is conveyed in incomplete sentences and lacks correct word order, subject-verb agreement, capitalization, punctuation and/or spelling.*
1	Information does not describe the process of creating food art. Descriptive adjectives are not used. Present tense verbs are not used. Information reflects no use of target vocabulary for Unit 2 (foods and food groups; colors, shapes and sizes). Student copied the model word-for-word.	The information on the exhibit card consists of pictures or single words and/or does not reflect the steps in the process. There is no food picture or model.	Information is conveyed in single words or phrases and contains numerous errors in word order, subject-verb agreement, capitalization, punctuation and/or spelling.* Errors impede communication.

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UNIT 3 – WRITING ASSESSMENT (PG 83) REQUIRED FORM

WRITING PROMPT: Interview a worker about his or her job.

Note: It is recommended that page 55 of the Language Practice Book be used as a scaffold for the first draft of this writing assessment. The final version will be the student's original creation.

JOB HANDBOOK			
Compare the student's interview to the features listed below. Check the Boxes that Apply	Evident	Partially Evident	Not Yet Evident
1. The name of the job appears at the top of the page.			
2. Questions end with a question mark.			
3. Each question has an appropriate answer.			
4. The report includes a picture.			

SCORING RUBRIC

Evaluate the student's performance in each category. Determine the overall score and place it in the upper right hand corner.

SCALE	DEVELOPMENT OF IDEAS	ORGANIZATION	LANGUAGE & CONVENTIONS
4	Answers are appropriate for the questions and may consist of more than one sentence. Information includes correct use of a variety of present tense verbs. Questions use a variety of question words. Information reflects extensive use of target vocabulary for Unit 3 (actions, tools and careers, science and measurement words).	The report includes more than four questions about a job. Each question is answered with a complete sentence. The name of the job is written at the top of the page. The report is enhanced by creative design.	Information is conveyed in complete sentences and consistently has correct word order, subject-verb agreement, capitalization, punctuation and spelling.*
3	Answers are appropriate for the questions. Information includes mostly correct use of present tense verbs. Questions use appropriate question words. Information reflects some use of target vocabulary for Unit 3 (actions, tools and careers, science and measurement words).	The report includes three or four questions about a job. Each question is answered with a complete sentence. The name of the job is written at the top of the page.	Information is conveyed in complete sentences and usually has correct word order, subject-verb agreement, capitalization, punctuation and spelling.*
2	Answers do not address the questions. Information includes consistently incorrect use of present tense verbs. Question words are used incorrectly or not at all. Information reflects limited use of target vocabulary for Unit 3 (actions, tools and careers, science and measurement words).	The report includes only one or two questions about a job. Answers are not written in complete sentences.	Information is conveyed in incomplete sentences and lacks correct word order, subject-verb agreement, capitalization, punctuation and/or spelling.*
1	Questions are not about a job. Answers to questions are not given. Information reflects no use of target vocabulary for 3 (actions, tools and careers, science and measurement words). Student copied the model word-for-word.	The report does not follow the interview format. Questions or answers consist of single words or short phrases.	Information is conveyed in single words or phrases and contains numerous errors in word order, subject-verb agreement, capitalization, punctuation and/or spelling.* Errors impede communication.

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Name: _____ Date: _____ Score: _____

UNIT 4 – WRITING ASSESSMENT (PG 97) REQUIRED FORM

WRITING PROMPT: Find number facts about a country. Then write a fact sheet to share with the class.

Note: It is recommended that page 61 of the Language Practice Book be used as a scaffold for the first draft of this writing assessment. The final version will be the student's original creation.

FACT SHEET

Compare the student's fact sheet to the features listed below.

Check the Boxes that Apply

	Evident	Partially Evident	Not Yet Evident
1. The name of the country appears at the top of the page.			
2. The sentences start with a capital letter and end with correct punctuation.			
3. Names of places are capitalized.			
4. Large numbers are written numerically and include correct use of commas.			

SCORING RUBRIC

Evaluate the student's performance in each category. Determine the overall score and place it in the upper right hand corner.

SCALE	DEVELOPMENT OF IDEAS	ORGANIZATION	LANGUAGE & CONVENTIONS
4	Facts are written in answer to the questions and show evidence of research. Most facts include large numbers. Information reflects extensive use of target vocabulary for Unit 4 (cardinal numbers, ordinal numbers, geography).	The fact sheet includes four or more questions about a country. Each question is answered with a complete sentence. The name of the country is written at the top of the page. The fact sheet is enhanced by creative design representing the country, i.e., maps, charts, festivals, traditions, language, etc.	Information is conveyed in complete sentences and consistently has correct word order, subject-verb agreement, capitalization, punctuation and spelling.*
3	Facts are written in answer to the questions. Some facts include large numbers. Information reflects some use of target vocabulary for Unit 4 (cardinal numbers, ordinal numbers, geography).	The fact sheet includes three or four questions about a country. Each question is answered with a complete sentence. The name of the country is written at the top of the page.	Information is conveyed in complete sentences and usually has correct word order, subject-verb agreement, capitalization, punctuation and spelling.*
2	Facts are incorrect or do not address the questions. Facts do not include any large numbers. Information reflects limited use of target vocabulary for Unit 4 (cardinal numbers, ordinal numbers, geography).	The fact sheet includes only one or two questions about a country. Answers are not written in complete sentences.	Information is conveyed in incomplete sentences and lacks correct word order, subject-verb agreement, capitalization, punctuation and/or spelling.*
1	Facts are not about a country. Facts do not include any numbers. Information reflects no use of target vocabulary for 4 (cardinal numbers, ordinal numbers, geography). Student copied the model word-for-word.	Fact sheet does not follow the question-answer format. Facts consist of single words or numbers.	Information is conveyed in single words or phrases and contains numerous errors in word order, subject-verb agreement, capitalization, punctuation and/or spelling.* Errors impede communication.

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UNIT 5 – WRITING ASSESSMENT (PG 113) REQUIRED FORM

WRITING PROMPT: Write a journal entry for each day last week. Tell what you did each day.

Note: It is recommended that page 68 of the Language Practice Book be used as a scaffold for the first draft of this writing assessment. The final version will be the student’s original creation.

JOURNAL ENTRY			
Compare the student’s journal to the features listed below. Check the Boxes that Apply	Evident	Partially Evident	Not Yet Evident
1. The journal entry includes information for an entire week.			
2. The sentences start with a capital letter and end with correct punctuation.			
3. The journal entry uses past tense verbs correctly.			
4. The journal entry uses prepositions correctly.			
5. The journal entry includes a drawing or photo.			

SCORING RUBRIC

Evaluate the student’s performance in each category. Determine the overall score and place it in the upper right hand corner.

SCALE	DEVELOPMENT OF IDEAS	ORGANIZATION	LANGUAGE & CONVENTIONS
4	Each entry names the day, an event, and the place, plus additional information. Each entry correctly uses one or more distinct past tense verbs to name the event. Each entry correctly uses a variety of prepositions. Information reflects extensive use of target vocabulary for Unit 5 (location words, neighborhood, maps and prepositions).	There is a journal entry of more than one sentence for each day of the week in a logical order. The journal entry is enhanced by creative design and one or more related drawings or photos.	Information is conveyed in complete sentences and consistently has correct word order, subject-verb agreement, capitalization, punctuation and spelling.*
3	Each entry names the day, an event, and the place. Each entry correctly uses a distinct past tense verb to name the event. Each entry correctly uses prepositions. Information reflects some use of target vocabulary for Unit 5 (location words, neighborhood, maps and prepositions).	There is a journal entry of at least one sentence for each day of the week in a logical order. A related drawing or photo is included.	Information is conveyed in complete sentences and usually has correct word order, subject-verb agreement, capitalization, punctuation and spelling.*
2	Entries are missing information about the day, event or place. Entries repeat the same one or two verbs throughout. Entries lack correct use of prepositions. Information reflects limited use of target vocabulary for Unit 5 (location words, neighborhood, maps and prepositions).	One or more days of the week do not have an entry or entries are not written in complete sentences and are not in logical order. The drawing or photo may not be clear and/or does not relate to the entry.	Information is conveyed in incomplete sentences and lacks correct word order, subject-verb agreement, capitalization, punctuation and/or spelling.*
1	Entries do not reflect what the author did in a given week. Entries do not show correct use of past tense verbs. Entries do not show use of prepositions. Information reflects no use of target vocabulary for Unit 5 (location words, neighborhood, maps and prepositions). Student copied the model word-for-word.	Entries consist of single words. Entries are in no clear order. There is no picture.	Information is conveyed in single words or phrases and contains numerous errors in word order, subject-verb agreement, capitalization, punctuation and/or spelling.* Errors impede communication.

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UNIT 6 – WRITING ASSESSMENT (PG 127) **REQUIRED FORM†**

WRITING PROMPT: Make an album with information about the people in your family.

Note: It is recommended that page 73 of the Language Practice Book be used as a scaffold for the first draft of this writing assessment. The final version will be the student's original creation.

FAMILY ALBUM			
Compare the student's advertisement to the features listed below. Check the Boxes that Apply	Evident	Partially Evident	Not Yet Evident
1. The album page shows something for people in the student's family.			
2. The sentences start with a capital letter and end with correct punctuation.			
3. The album page uses correct plural forms.			
4. The album page uses present tense verbs correctly.			
5. The album page includes drawings, photos or objects.			

SCORING RUBRIC

Evaluate the student's performance in each category. Determine the overall score and place it in the upper right hand corner.

SCALE	DEVELOPMENT OF IDEAS	ORGANIZATION	LANGUAGE & CONVENTIONS
4	Information about each family member tells what the person likes and has and where they do their activity. Sentences show correct use of a variety of present tense verbs. Sentences show correct forms of numerous plural nouns. Information reflects extensive use of target vocabulary for Unit 6 (family, rooms in a house, household objects, mathematics).	The album page includes information about three or more family members. More than two complete sentences give information about each family member. One or more related drawings, photos, or objects are included for each family member. The album has an appropriate title page.	Information is conveyed in complete sentences and consistently has correct word order, subject-verb agreement, capitalization, punctuation and spelling.*
3	Information about each family member tells what the person likes or has and where they do their activity. Sentences show correct use of <i>like/likes</i> and <i>have/has</i> . Sentences show correct forms of several plural nouns. Information reflects some use of target vocabulary for Unit 6 (family, rooms in a house, household objects, mathematics).	The album page includes information about two family members. At least two complete sentences give information about each family member. A related drawing, photo or object is included for each family member.	Information is conveyed in complete sentences and usually has correct word order, subject-verb agreement, capitalization, punctuation and spelling.*
2	Information about each family member does not tell what the person likes or has or where they do their activity. Sentences show incorrect use of <i>like/likes</i> or <i>have/has</i> . Sentences show incorrect forms of plural nouns. Information reflects limited use of target vocabulary for Unit 6 (family, rooms in a house, household objects, mathematics).	The album page includes information about only one family member. Each family member is described with only one sentence or the sentences are incomplete. The drawing, photo or object may be unclear or unrelated to the topic.	Information is conveyed in incomplete sentences and lacks correct word order, subject-verb agreement, capitalization, punctuation and/or spelling.*
1	Information about each family member does not reflect a personal interest. Sentences do not include present tense verbs. Sentences do not include plural nouns. Information reflects no use of target vocabulary for 6 (family, rooms in a house, household objects, mathematics). Student copied the model word-for-word.	The album page does not give information about family members. The family members are described with single words. There are no drawings, photos or objects.	Information is conveyed in single words or phrases and contains numerous errors in word order, subject-verb agreement, capitalization, punctuation and/or spelling.* Errors impede communication.

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Name: _____ Date: _____ Score: _____

UNIT 7 – WRITING ASSESSMENT (PG 141)

WRITING PROMPT: Create a travel book like *Explore!* Each person can make one page. Describe where you want to go. Tell how you can get there. Tell what you can see and do.

Note: It is recommended that page 79 of the Language Practice Book be used as a scaffold for the first draft of this writing assessment. The final version will be the student's original creation.

CLASS TRAVEL BOOK			
Compare the student's travel book page to the features listed below. Check the Boxes that Apply	Evident	Partially Evident	Not Yet Evident
1. The page describes a place and how to get there.			
2. The page tells what you can see and do.			
3. The sentences use capital letters correctly.			
4. The page includes drawings, photos, or objects.			

SCORING RUBRIC

Evaluate the student's performance in each category. Determine the overall score and place it in the upper right hand corner.

SCALE	DEVELOPMENT OF IDEAS	ORGANIZATION	LANGUAGE & CONVENTIONS
4	Information includes a variety of activities that can be done in a given place. Command forms <i>explore</i> and <i>take</i> are used. Various examples of present tense verb form <i>can + infinitive</i> are included. Information reflects extensive use of target vocabulary for Unit 7 (landforms and transportation; weather and clothing).	The page names and includes information about a place. One complete sentence tells how to get there. Three or more complete sentences tell what you can do there. At least three pictures represent the place and/or how to get there.	Information is conveyed in complete sentences and consistently has correct word order, subject-verb agreement, capitalization, punctuation and spelling.*
3	Information includes activities that can be done in a given place. Command forms <i>explore</i> and <i>take</i> are used. Present tense verb form <i>can + infinitive</i> is included. Information reflects some use of target vocabulary for Unit 7 (landforms and transportation; weather and clothing).	The page names and includes information about a place. One complete sentence tells how to get there. Two complete sentences tell what you can do there. At least two pictures represent the place and/or how to get there.	Information is conveyed in complete sentences and usually has correct word order, subject-verb agreement, capitalization, punctuation and spelling.*
2	Information includes one activity that can be done in a given place. Command forms <i>explore</i> and/or <i>take</i> may be missing. One example of present tense verb form <i>can + infinitive</i> is included. Information reflects limited use of target vocabulary for Unit 7 (landforms and transportation; weather and clothing).	The page names a place. Information may not include how to get there or what you can do there. One picture represents the place and/or how to get there.	Information is conveyed in incomplete sentences and lacks correct word order, subject-verb agreement, capitalization, punctuation and/or spelling.*
1	The page does not give information about a place or activities. Command forms <i>explore</i> and <i>take</i> are not used. Present tense verb form <i>can + infinitive</i> is not included. Information reflects no use of target vocabulary for Unit 7 (landforms and transportation; weather and clothing). Student copied the model word-for-word.	The page does not name a place. Information does not include how to get to a place and what you can do there. There are no drawings, photos, or objects.	Information is conveyed in single words or phrases and contains numerous errors in word order, subject-verb agreement, capitalization, punctuation and/or spelling.* Errors impede communication.

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UNIT 8 – WRITING ASSESSMENT (PG 155)

WRITING PROMPT: Make a page for a friendship book. Tell about a day with a good friend. Tell how you felt.

Note: It is recommended that page 85 of the Language Practice Book be used as a scaffold for the first draft of this writing assessment. The final version will be the student’s original creation.

FRIENDSHIP BOOK			
Compare the student’s friendship book page to the features listed below. Check the Boxes that Apply	Evident	Partially Evident	Not Yet Evident
1. The page tells about a day with a friend.			
2. The information tells about feelings.			
3. The album page uses past tense verbs correctly.			
4. The album page includes drawings, photos, or objects.			

SCORING RUBRIC

Evaluate the student’s performance in each category. Determine the overall score and place it in the upper right hand corner.

SCALE	DEVELOPMENT OF IDEAS	ORGANIZATION	LANGUAGE & CONVENTIONS
4	Information gives multiple examples of what the student and a good friend did, where their activities took place, and how the student felt. Information reflects extensive use of target vocabulary for Unit 8 (feelings, action verbs).	The page includes five or more complete sentences which give information about a day with a friend. Three or more related drawings, photos, or objects are included.	Information is conveyed in complete sentences and consistently has correct word order, subject-verb agreement, capitalization, punctuation and spelling.*
3	Information tells what the student and a good friend did, where their activities took place, and how the student felt. Information reflects some use of target vocabulary for Unit 8 (feelings, action verbs).	The page includes at least four complete sentences which give information about a day with a friend. Two related drawings, photos, or objects are included.	Information is conveyed in complete sentences and usually has correct word order, subject-verb agreement, capitalization, punctuation and spelling.*
2	Information may not tell what the student and friend did, where their activities took place, and/or how the student felt. Information reflects limited use of target vocabulary for Unit 8 (feelings, action verbs).	The page includes fewer than four complete sentences about a day with a friend. Only one drawing, photo, or object is included, or visuals do not relate to the written information.	Information is conveyed in incomplete sentences and lacks correct word order, subject-verb agreement, capitalization, punctuation and/or spelling.*
1	The page does not tell about a day with a friend. Information reflects no use of target vocabulary for Unit 8 (feelings, action verbs). Student copied the model word-for-word.	Sentences are incomplete and/or do not address the prompt. Page does not include a drawing, photo, or object.	Information is conveyed in single words or phrases and contains numerous errors in word order, subject-verb agreement, capitalization, punctuation and/or spelling.* Errors impede communication.

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UNIT 9 – WRITING ASSESSMENT (PG 169)

WRITING PROMPT: Make a poster about a family celebration. Describe the celebration. Tell what you do. Tell what you wear and what you eat.

Note: It is recommended that page 90 of the Language Practice Book be used as a scaffold for the first draft of this writing assessment. The final version will be the student's original creation.

CELEBRATION POSTER			
Compare the student's advertisement to the features listed below	Evident	Partially Evident	Not Yet Evident
Check the Boxes that Apply			
1. The poster includes a picture.			
2. The information on the poster describes the picture.			
3. The poster includes present progressive tense.			
4. Capital letters are used correctly.			

SCORING RUBRIC

Evaluate the student's performance in each category. Determine the overall score and place it in the upper right hand corner.

SCALE	DEVELOPMENT OF IDEAS	ORGANIZATION	LANGUAGE & CONVENTIONS
4	The poster includes multiple examples of what people do, wear and eat for a family celebration. Present progressive tense is used to tell what is happening in the pictures. Information reflects extensive use of target vocabulary for Unit 9 (actions, country words, geography).	The poster is enhanced by creative design. Three or more pictures or drawings relating to the celebration are included. The poster has a title that names the celebration. The poster includes more than three sentences describing the celebration.	Information is conveyed in complete sentences and consistently has correct word order, subject-verb agreement, capitalization, punctuation and spelling.*
3	The poster describes what people do, wear and eat for a family celebration. Present progressive tense is used to tell what is happening in the pictures. Information reflects some use of target vocabulary for Unit 9 (actions, country words, geography).	Two pictures or drawings relating to the celebration are included. The poster has a title that names the celebration. The poster includes three sentences describing the celebration.	Information is conveyed in complete sentences and usually has correct word order, subject-verb agreement, capitalization, punctuation and spelling.*
2	The poster may not include what people do, wear or eat for a family celebration. Present progressive tense is used incorrectly to tell what is happening in the pictures. Information reflects limited use of target vocabulary for Unit 9 (actions, country words, geography).	Only one picture or drawing is included, and it may not be clear or does not relate to the celebration. The poster has a title that does not name the celebration. The poster includes fewer than three sentences describing the celebration.	Information is conveyed in incomplete sentences and lacks correct word order, subject-verb agreement, capitalization, punctuation and/or spelling.*
1	The poster does not describe a celebration. Present progressive tense is not used. Information reflects no use of target vocabulary for Unit 9 (actions, country words, geography). Student copies the model word-for-word.	There is no title. There is no picture. Single words or phrases are used to describe the celebration and/or the information does not describe a celebration.	Information is conveyed in single words or phrases and contains numerous errors in word order, subject-verb agreement, capitalization, punctuation and/or spelling.* Errors impede communication.

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UNIT 10 – WRITING ASSESSMENT (PG 183) REQUIRED FORM

WRITING PROMPT: You depend on many community services. Think of a service you would like to have at your school. Work with a partner and write an ad for the job.

Note: It is recommended that page 95 of the Language Practice Book be used as a scaffold for the first draft of this writing assessment. The final version will be the student’s original creation.

JOB ADVERTISEMENT			
Compare the student’s advertisement to the features listed below. Check the Boxes that Apply	Evident	Partially Evident	Not Yet Evident
1. The ad includes a picture.			
2. The ad describes the job.			
3. The ad includes phrases like <i>have to</i> or <i>need to</i> .			
4. The ad includes possessive pronouns.			

SCORING RUBRIC

Evaluate the student’s performance in each category. Determine the overall score and place it in the upper right hand corner.

SCALE	DEVELOPMENT OF IDEAS	ORGANIZATION	LANGUAGE & CONVENTIONS
4	The ad gives a detailed description of the job requirements, including what the worker <i>has to/needs to do</i> and <i>may/might/could do</i> . Information reflects extensive use of target vocabulary for Unit 10 (time, jobs, possessive pronouns).	The ad is enhanced by creative design. One or more pictures relating to the job are included. The ad has an appropriate, attention-grabbing headline that names the job. The ad includes four or more sentences describing the job.	Information is conveyed in complete sentences and consistently has correct word order, subject-verb agreement, capitalization, punctuation and spelling.*
3	The ad gives a basic description of the job requirements (What? Where? When?), and may include what the worker <i>has to/needs to do</i> and <i>may/might/could do</i> . Information reflects some use of target vocabulary for Unit 10 (time, jobs, possessive pronouns).	One picture relating to the job is included. The ad has a headline that names the job. The ad includes three sentences describing the job.	Information is conveyed in complete sentences and usually has correct word order, subject-verb agreement, capitalization, punctuation and spelling.*
2	The ad gives an incomplete basic description of the job requirements (What? Where? When?), and does not include what the worker <i>has to/needs to do</i> and <i>may/might/could do</i> . Information reflects limited use of target vocabulary for Unit 10 (time, jobs, possessive pronouns).	The picture may not be clear or does not relate to the job. The ad has a headline of only one word or that does not relate to the job. The ad includes less than three sentences describing the job.	Information is conveyed in incomplete sentences and lacks correct word order, subject-verb agreement, capitalization, punctuation and/or spelling.*
1	The ad gives no description (of the job). Information reflects no use of target vocabulary for Unit 10 (time, jobs, possessive pronouns). Student copies the model word-for-word.	There is no headline. There is no picture. Simple phrases show limited or no order of ideas.	Information is conveyed in single words or phrases and contains numerous errors in word order, subject-verb agreement, capitalization, punctuation and/or spelling.* Errors impede communication.

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UNIT 11 – WRITING ASSESSMENT (PG 197)

WRITING PROMPT: When did you make a difference in the world? Make a mandala to show your class what you did. A mandala is a design in the shape of a circle. You can use it to tell a story with pictures.

Note: It is recommended that page 100 of the Language Practice Book be used as a scaffold for the first draft of this writing assessment. The final version will be the student's original creation.

MANDALA			
Compare the student's poster to the features listed below. Check the Boxes that Apply	Evident	Partially Evident	Not Yet Evident
1. The mandala includes a picture of what the student saw and a picture of what the student did.			
2. The mandala tells about how the student helped someone.			
3. The mandala tells how the student felt.			
4. The sentences are written in the past tense.			

SCORING RUBRIC

Evaluate the student's performance in each category. Determine the overall score and place it in the upper right hand corner.

SCALE	DEVELOPMENT OF IDEAS	ORGANIZATION	LANGUAGE & CONVENTIONS
4	The mandala gives an explanation, including some details, of a time when the student helped someone and uses a variety of adjectives to tell how the student felt. Information reflects extensive use of target vocabulary for Unit 11 (direction words, civil rights, past tense verbs).	The mandala is divided into distinct halves, which are enhanced by creative design. Each half of the circle includes a picture and two or more related sentences.	Information is conveyed in complete sentences and consistently has correct word order, subject-verb agreement, capitalization, punctuation and spelling.*
3	The mandala tells about a time when the student helped someone and tells how the student felt. Information reflects some use of target vocabulary for Unit 11 (direction words, civil rights, past tense verbs).	The mandala is divided into distinct halves, which are illustrated. Each half of the circle includes a related sentence.	Information is conveyed in complete sentences and usually has correct word order, subject-verb agreement, capitalization, punctuation and spelling.*
2	The mandala may not tell about a time when the student helped someone or how the student felt. Information reflects limited use of target vocabulary for Unit 11 (direction words, civil rights, past tense verbs).	The mandala is not divided into distinct halves. The mandala lacks a picture or sentence for one or both topics. Sentences may be incomplete.	Information is conveyed in incomplete sentences and lacks correct word order, subject-verb agreement, capitalization, punctuation and/or spelling.*
1	The mandala does not tell about a time when the student helped someone and how the student felt. Information reflects no use of target vocabulary for Unit 11 (direction words, civil rights, past tense verbs). Student copied the model word-for-word.	No organizational pattern is present in the mandala. There are no pictures. Information is expressed in single words or phrases, and may not be relevant to the topic.	Information is conveyed in single words or phrases and contains numerous errors in word order, subject-verb agreement, capitalization, punctuation and/or spelling.* Errors impede communication.

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UNIT 12 – WRITING ASSESSMENT (PG 211) REQUIRED FORM

WRITING PROMPT: Make a poster to give facts and opinions about an animal. Then share your poster with the class.

Note: It is recommended that page 105 of the Language Practice Book be used as a scaffold for the first draft of this writing assessment. The final version will be the student's original creation.

FACT-AND-OPINION POSTER			
Compare the student's poster to the features listed below. Check the Boxes that Apply			
1. The poster includes a picture of an animal.	Evident	Partially Evident	Not Yet Evident
2. The poster includes adjectives to describe the animal.			
3. The poster includes facts and opinions about the animal.			
4. The opinions include words like <i>think</i> or <i>should</i> .			

SCORING RUBRIC

Evaluate the student's performance in each category. Determine the overall score and place it in the upper right hand corner.

SCALE	DEVELOPMENT OF IDEAS	ORGANIZATION	LANGUAGE & CONVENTIONS
4	Opinions are strongly expressed using a variety of opinion words and reflecting student ideas about the animal. Facts are correctly conveyed and consistently are in the student's own words reflecting information collected through research. Information reflects extensive use of target vocabulary for Unit 12 (sensory adjectives, animals, plants and habitats).	The poster is organized into three distinct sections, which are enhanced by creative design. One or more pictures of the animal are included. A caption of three or more sentences describes the animal. The poster includes two or more distinct opinions. The poster includes three or more distinct facts.	Information is conveyed in complete sentences and consistently has correct word order, subject-verb agreement, capitalization, punctuation and spelling.*
3	Opinions reflect student ideas about the animal using some opinion words. Facts are correctly conveyed and usually are in the student's own words reflecting research. Information reflects some use of target vocabulary for Unit 12 (sensory adjectives, animals, plants and habitats).	The poster is organized into three sections. One picture of the animal is included. A caption of two sentences describes the animal. The poster includes two distinct opinions. The poster includes three distinct facts.	Information is conveyed in complete sentences and usually has correct word order, subject-verb agreement, capitalization, punctuation and spelling.*
2	Opinions may not reflect student ideas about the animal and/or do not use opinion words. Facts are incorrect and/or some plagiarism is evident. Information reflects limited use of target vocabulary for Unit 12 (sensory adjectives, animals, plants and habitats).	The poster is loosely organized; three sections may not be present. The picture may not be clear. A caption contains fewer than two sentences and/or does not describe the animal. The poster includes less than two opinions and/or opinions are restated. The poster includes fewer than three facts or facts are repetitious.	Information is conveyed in incomplete sentences and lacks correct word order, subject-verb agreement, capitalization, punctuation and/or spelling.*
1	Opinions are not given and/or are not relevant to the topic. Facts are not presented and/or do not reflect research. If research has been done, sentences have been copied directly from the source. Information reflects no use of target vocabulary for Unit 12 (sensory adjectives, animals, plants and habitats). Student copied the model word-for-word.	No organizational pattern is present in the poster. There is no picture. There is no caption. Opinions are expressed in phrases, and may not be relevant to the topic. One or two facts are conveyed in phrases.	Information is conveyed in single words or phrases and contains numerous errors in word order, subject-verb agreement, capitalization, punctuation and/or spelling.* Errors impede communication.

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Name: _____ Date: _____ Score: _____

UNIT 13 – WRITING ASSESSMENT (PG 227) REQUIRED FORM

WRITING PROMPT: How was life different in the past? Compare your own life to life in the 1940s. Then make a poster with the information.

Note: It is recommended that page 110 of the Language Practice Book be used as a scaffold for the first draft of this writing assessment. The final version will be the student's original creation.

COMPARISON POSTER			
Compare the student's poster to the features listed below. Check the Boxes that Apply	Evident	Partially Evident	Not Yet Evident
1. The poster includes two pictures.			
2. The poster compares the 1940s to today using comparison words like <i>different</i> , <i>alike</i> and <i>both</i> .			
3. The poster includes present and past tense verbs.			
4. The poster shows correct use of pronouns.			

SCORING RUBRIC

Evaluate the student's performance in each category. Determine the overall score and place it in the upper right hand corner.

SCALE	DEVELOPMENT OF IDEAS	ORGANIZATION	LANGUAGE & CONVENTIONS
4	The poster gives factual comparisons of life in the 1940's and life today reflecting information obtained from books, interviews or sources other than Unit 13. Information is consistently presented using correct forms of present and past tense verbs. Information reflects extensive use of target vocabulary for Unit 13 (historical terms, comparison words, pronouns).	The poster is enhanced by creative design. More than two pictures representing the 1940's and today are included. The poster includes a well-organized paragraph, with more than three comparisons of the past and the present.	Information is conveyed in complete sentences and consistently has correct word order, subject-verb agreement, capitalization, punctuation and spelling.*
3	The poster gives factual comparisons of life in the 1940's and life today reflecting information obtained from Unit 13. Information is usually presented using correct forms of present and past tense verbs. Information reflects some use of target vocabulary for Unit 13 (historical terms, comparison words, pronouns).	The poster includes one picture representing the 1940's and one picture representing today. The poster includes sentences with at least three comparisons of the past and the present.	Information is conveyed in complete sentences and usually has correct word order, subject-verb agreement, capitalization, punctuation and spelling.*
2	The poster gives inaccurate comparisons of life in the 1940's and life today reflecting little or no information obtained from Unit 13. Information is presented using incorrect forms of present and past tense verbs. Information reflects limited use of target vocabulary for Unit 13 (historical terms, comparison words, pronouns).	The poster includes only one picture representing the 1940's or one picture representing today. The picture may not be clear or does not relate to the assignment. The information is loosely arranged or a list of phrases. The poster includes a paragraph with only two comparisons of the past and the present.	Information is conveyed in incomplete sentences and lacks correct word order, subject-verb agreement, capitalization, punctuation and/or spelling.*
1	The poster lists facts about life in the 1940's and life today without making a comparison. Information is presented with no distinction between present and past tense verbs. Information reflects no use of target vocabulary for Unit 13 (historical terms, comparison words, pronouns). Student copied the model word-for-word.	No organizational pattern is present in the poster. There is no picture. There is only one comparison that consists of single words or no comparison at all.	Information is conveyed in single words or phrases and contains numerous errors in word order, subject-verb agreement, capitalization, punctuation and/or spelling.* Errors impede communication.

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UNIT 14 – WRITING ASSESSMENT (PG 241)

WRITING PROMPT: Write a different ending for *The Eagle and the Moon Gold*. Then share it with the class.

Note: It is recommended that page 115 of the Language Practice Book be used as a scaffold for the first draft of this writing assessment. The final version will be the student's original creation.

NEW STORY ENDING			
Compare the student's paragraph to the features listed below. Check the Boxes that Apply	Evident	Partially Evident	Not Yet Evident
1. The storyboard has a different ending than the one in the book.			
2. The storyboard includes pictures for each event in the new ending.			
3. The storyboard describes the characters' actions.			
4. The storyboard uses words that tell the time and place.			

SCORING RUBRIC

Evaluate the student's performance in each category. Determine the overall score and place it in the upper right hand corner.

SCALE	DEVELOPMENT OF IDEAS	ORGANIZATION	LANGUAGE & CONVENTIONS
4	The storyboard shows an original and creative ending for the story. It describes the characters' actions with interesting details that include clear descriptions of time and place. Information reflects extensive use of target vocabulary for Unit 14 (story elements, opposites, phrases for times and places).	The storyboard consists of at least four frames which follow a logical sequence. Each frame includes a detailed picture and is accompanied by one or more sentences that describe the action.	Information is conveyed in complete sentences and consistently has correct word order, subject-verb agreement, capitalization, punctuation and spelling.*
3	The storyboard shows an original ending for the story. It describes the characters' actions with sufficient information that tells the time and place. Information reflects some use of target vocabulary for Unit 14 (story elements, opposites, phrases for times and places).	The storyboard consists of at least three frames which follow a logical sequence. Each frame includes a picture and is accompanied by a sentence that describes the action.	Information is conveyed in complete sentences and usually has correct word order, subject-verb agreement, capitalization, punctuation and spelling.*
2	The storyboard attempts to show a new ending for the story. It may not tell the characters' actions or describe the time and place. Information reflects limited use of target vocabulary for Unit 14 (story elements, opposites, phrases for times and places).	The storyboard consists of two frames which follow a logical sequence. The picture or the sentence telling what happened may be missing from one frame.	Information is conveyed in incomplete sentences and lacks correct word order, subject-verb agreement, capitalization, punctuation and/or spelling.*
1	The storyboard does not show a new ending for the story. It does not tell the characters' actions or the time and place of the actions. Information reflects no use of target vocabulary for Unit 14 (story elements, opposites, phrases for times and places). Student copied the model word-for-word.	The storyboard consists of only one frame or multiple frames which contain pictures, but not sentences.	Information is conveyed in single words or phrases and contains numerous errors in word order, subject-verb agreement, capitalization, punctuation and/or spelling.* Errors impede communication.

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UNIT 15 – WRITING ASSESSMENT (PG 255)

WRITING PROMPT: What are some of your healthy habits? Write a paragraph about something that you do to take care of your body. Draw a picture. Then add your page to a class book.

Note: It is recommended that page 120 of the Language Practice Book be used as a scaffold for the first draft of this writing assessment. The final version will be the student's original creation.

NEW STORY ENDING			
Compare the student's paragraph to the features listed below. Check the Boxes that Apply	Evident	Partially Evident	Not Yet Evident
1. The paragraph includes a topic sentence which tells the main idea.			
2. Supporting details tell more about the main idea.			
3. The sentences are written in the simple present tense.			
4. The page includes a picture.			

SCORING RUBRIC

Evaluate the student's performance in each category. Determine the overall score and place it in the upper right hand corner.

SCALE	DEVELOPMENT OF IDEAS	ORGANIZATION	LANGUAGE & CONVENTIONS
4	The well-developed paragraph tells about a healthy habit. Information is given using a variety of action verbs in the simple present tense. Supporting sentences give details about when and where activities take place. Information reflects extensive use of target vocabulary for Unit 15 (sports, the body).	The page consists of a paragraph and a related picture and is enhanced with creative design. The paragraph includes a topic sentence and at least four other complete sentences with supporting details.	Information is conveyed in complete sentences and consistently has correct word order, subject-verb agreement, capitalization, punctuation and spelling.*
3	The paragraph tells about a healthy habit. Information is given using action verbs in the simple present tense. Information reflects some use of target vocabulary for Unit 15 (sports, the body).	The page consists of a paragraph and a related picture. The paragraph includes a topic sentence and at least three other complete sentences with supporting details.	Information is conveyed in complete sentences and usually has correct word order, subject-verb agreement, capitalization, punctuation and spelling.*
2	The paragraph tells about a healthy habit, but lacks focus. Information is not always given using action verbs in the simple present tense. Information reflects limited use of target vocabulary for Unit 15 (sports, the body).	The page consists of a paragraph, but the picture may not pertain to it. The paragraph includes a main idea and at least two supporting details. Sentences may be incomplete, run-on or repetitious.	Information is conveyed in incomplete sentences and lacks correct word order, subject-verb agreement, capitalization, punctuation and/or spelling.*
1	The paragraph lacks information about a healthy habit or sentences are not in paragraph form. Simple present tense is missing or used incorrectly. Information reflects no use of target vocabulary for Unit 15 (sports, the body). Student copied the model word-for-word.	The page consists of loosely connected ideas. Ideas may be conveyed in single words or phrases. No picture is included, or the page consists of a picture without related text.	Information is conveyed in single words or phrases and contains numerous errors in word order, subject-verb agreement, capitalization, punctuation and/or spelling.* Errors impede communication.

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UNIT 16 – WRITING ASSESSMENT (PG 269) REQUIRED FORM

WRITING PROMPT: A biography tells about a person’s life. Write a paragraph to give the biography of a famous American. What makes the person special?

BIOGRAPHICAL SKETCH			
Compare the student’s paragraph to the features listed below: Check the Boxes that Apply	Evident	Partially Evident	Not Yet Evident
1. The project is a biography of a famous American.			
2. The paragraph has a topic sentence and details about when and where the person lived, why he/she is famous and how he/she helped the United States.			
3. Proper nouns are capitalized.			

SCORING RUBRIC

Evaluate the student’s performance in each category. Determine the overall score and place it in the upper right hand corner.

SCALE	DEVELOPMENT OF IDEAS	ORGANIZATION	LANGUAGE & CONVENTIONS
4	The biographical sketch gives factual information, in the student’s own words, about a famous American reflecting ideas obtained through research. Information reflects appropriate use of target vocabulary for the topic.	The biographical sketch includes illustration(s). The paragraph has a title. The project contains one or more well-constructed paragraphs, which include a topic sentence and supporting details which tell more than when and where the person lived, why he/she is famous and how the person helped the United States.	Information is conveyed in complete sentences and consistently has correct word order, subject-verb agreement, capitalization, punctuation and spelling.*
3	The biographical sketch gives basic facts (Who? What? When? Where?) about a famous American, relating information obtained through research. Information reflects some use of target vocabulary for the topic.	The paragraph includes a topic sentence and supporting details which tell when and where the person lived, why he/she is famous and how the person helped the United States.	Information is conveyed in complete sentences and usually has correct word order, subject-verb agreement, capitalization, punctuation and spelling.*
2	The biographical sketch lacks basic information or presents inaccurate facts about a famous American, showing little information obtained through research. Information reflects limited use of target vocabulary for the topic.	The paragraph lacks a topic sentence and/or supporting details which tell when and where the person lived, why he/she is famous and how the person helped the United States.	Information is conveyed in incomplete sentences and lacks correct word order, subject-verb agreement, capitalization, punctuation and/or spelling.*
1	The biographical sketch gives no facts about a famous American, shows no evidence of research, or is plagiarized. Information reflects no use of target vocabulary for the topic. Student copied the model word-for-word.	The information is a list of sentences or phrases about a famous person.	Information is conveyed in single words or phrases and contains numerous errors in word order, subject-verb agreement, capitalization, punctuation and/or spelling.* Errors impede communication.

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UNIT 17 – WRITING ASSESSMENT (PG 283) REQUIRED FORM‡

WRITING PROMPT: Use a Venn diagram to compare two crops. Then write a report.

CROP REPORT			
Compare the student's report to the features listed below: Check the Boxes that Apply	Evident	Partially Evident	Not Yet Evident
1. The report includes at least two pictures.			
2. The report tells how two crops are alike and different.			
3. The report includes signal words like <i>both</i> , <i>but</i> , and <i>and</i> .			
4. The report includes sensory adjectives.			

SCORING RUBRIC

Evaluate the student's performance in each category. Determine the overall score and place it in the upper right hand corner.

SCALE	DEVELOPMENT OF IDEAS	ORGANIZATION	LANGUAGE & CONVENTIONS
4	The report gives numerous examples of how two crops are alike and different, reflecting research. The information includes more than four sensory adjectives describing how the crops look and taste. The report includes many signal words like <i>both</i> , <i>but</i> , and <i>and</i> . Information reflects extensive use of target vocabulary for Unit 17 (farming, restaurant, plants).	The report is typed or re-written neatly and enhanced with creative design. The report has an appropriate title. More than two pictures relevant to the report is included. The report consists of one or more well-organized paragraph(s) including a topic sentence, supporting details and concluding sentence.	Information is conveyed in complete sentences and consistently has correct word order, subject-verb agreement, capitalization, punctuation and spelling.*
3	The report tells how two crops are alike and different. The information includes four sensory adjectives describing how the crops look and taste. The report includes some signal words like <i>both</i> , <i>but</i> , and <i>and</i> . Information reflects some use of target vocabulary for Unit 17 (farming, restaurant, plants).	The report is typed or re-written neatly. Two pictures relevant to the report are included. The report consists of one well-organized paragraph including a topic sentence and supporting details.	Information is conveyed in complete sentences and usually has correct word order, subject-verb agreement, capitalization, punctuation and spelling.*
2	The report tells about only one crop. The information includes sensory adjectives describing only one sense (only how the crops look or only how they taste). The report includes only one signal word like <i>both</i> , <i>but</i> , and <i>and</i> . Information reflects limited use of target vocabulary for Unit 17 (farming, restaurant, plants).	The report is a first draft. One picture is included, and/or is unclear or not relevant to the subject. The report consists of one disorganized paragraph lacking a topic sentence and/or supporting details.	Information is conveyed in incomplete sentences and lacks correct word order, subject-verb agreement, capitalization, punctuation and/or spelling.*
1	The report does not describe crops. The information includes no sensory adjectives describing how the crops look and/or taste. The report includes only no signal words like <i>both</i> , <i>but</i> , and <i>and</i> . Information reflects no use of target vocabulary for Unit 17 (farming, restaurant, plants).	The report is in the form of the Venn diagram. No picture is included. The report consists of a list of sentences or phrases.	Information is conveyed in single words or phrases and contains numerous errors in word order, subject-verb agreement, capitalization, punctuation and/or spelling.* Errors impede communication.

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UNIT 18 – WRITING ASSESSMENT (PG 297)

WRITING PROMPT: Write a poem about two things in outer space.

DIAMANTE POEM			
Compare the student's report to the features listed below. Check the Boxes that Apply	Evident	Partially Evident	Not Yet Evident
1. The poem tells about two opposite (or different) things from outer space.			
2. The poem follows the diamante structure.			
3. The poem includes facts about both things from outer space.			
4. The project includes the poem and separate facts about the things from outer space.			

SCORING RUBRIC

Evaluate the student's performance in each category. Determine the overall score and place it in the upper right hand corner.

SCALE	DEVELOPMENT OF IDEAS	ORGANIZATION	LANGUAGE & CONVENTIONS
4	The poem contains vivid words that describe two distinct objects from space. It includes four sensory adjectives, and three verbs ending in <i>-ing</i> , which refer to both objects. Two or more interesting facts give information about both objects. Information is presented using at least two of the simple verb tenses. Information reflects extensive use of target vocabulary for Unit 18 (idioms, space).	The project consists of a proper diamante poem and at least three accurate facts about two distinct objects from outer space. The poem and facts are presented in an artistic fashion and are enhanced with creative design.	Information is conveyed in complete sentences and consistently has correct word order, subject-verb agreement, capitalization, punctuation and spelling.*
3	The poem contains words that describe two distinct objects from space. It includes four adjectives and three verbs ending in <i>-ing</i> . Two facts give information about both objects. Information is uniformly presented in simple past, present or future tense. Information reflects some use of target vocabulary for Unit 18 (idioms, space).	The project consists of a proper diamante poem and at least two accurate facts about two distinct objects from outer space.	Information is conveyed in complete sentences and usually has correct word order, subject-verb agreement, capitalization, punctuation and spelling.*
2	The poem contains some words that describe two distinct objects from space. It includes fewer than four adjectives and three verbs ending in <i>-ing</i> . The facts give information about only one object. Information is presented in simple past, present or future tense, however some verb forms are incorrect. Information reflects limited use of target vocabulary for Unit 18 (idioms, space).	The project consists of a diamante poem, which may not follow correct form, and one accurate fact about objects from outer space.	Information is conveyed in incomplete sentences and lacks correct word order, subject-verb agreement, capitalization, punctuation and/or spelling.*
1	The poem contains words that describe one object from space. The information lacks adjectives and/or verbs ending in <i>-ing</i> . The facts are inaccurate. Verb forms are incorrect. Information reflects no use of target vocabulary for Unit 18 (idioms, space). Student copied the model word-for-word.	The information is not presented in the form of a diamante poem and/or does not include any facts about objects from outer space.	Information is conveyed in single words or phrases and contains numerous errors in word order, subject-verb agreement, capitalization, punctuation and/or spelling.* Errors impede communication.

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