

UNIT 1 – WRITING ASSESSMENT (PGS 58–64) **REQUIRED FORM**

WRITING PROMPT: Now write your own poem for your classmates to read. Describe a friend or someone in your family.

DESCRIPTIVE WRITING: FEATURES OF A DESCRIPTIVE POEM			
Compare the student's poem to the features listed below: Check the Boxes that Apply	Evident	Partially Evident	Not Yet Evident
1. The poem uses colorful details to describe what someone or something is like.			
2. The poem contains 5 lines. Each line gives a detail that answers one of these questions: Who? What? Where? When? Why?			
3. The poem includes colorful verbs and adjectives that help to create a word picture.			
4. The descriptive poem demonstrates proper usage of some of the following targeted language conventions:			
– Present Tense Verbs			
– Subject-Verb Agreement			

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	ATTENTION TO AUDIENCE	LANGUAGE & CONVENTIONS
4	Conveys ideas in a clear, effective way, representing most features of a descriptive poem; elaborates with details and colorful language.	Shows a logical progression of ideas in a 5-line format.	Uses vivid word choice and colorful language that helps the reader "see" the subject. Engages and maintains the reader's interest.	Vocabulary is frequently varied and colorful. Uses appropriate verb tenses.
3	Conveys ideas most of the time, representing some features of a descriptive poem, supported by some descriptive details.	Offers a flow of ideas with some lapses in format and organization.	Word choice is mostly appropriate for helping the reader "see" the subject. Often engages reader's interest.	Vocabulary is sufficient for the purpose. Errors seldom diminish meaning.
2	Conveys some ideas; demonstrates attention to a few features of a poem, but provides few details and limited support.	Provides loosely connected ideas.	Limited word choice diminishes the effectiveness of the poem.	Vocabulary is often limited. Writes with errors that impede communication.
1	Uses single words to convey ideas, minimally representing features of a descriptive poem.	Shows little or no ordering of ideas.	Word choice is not appropriate or apparent.	Vocabulary is inadequate. Uses simple words. Copies the model.

Name: _____ Date: _____ Overall Score: _____

UNIT 2 – WRITING ASSESSMENT (PGS 114–120) **REQUIRED FORM**

WRITING PROMPT: Now explain your part in the group activity. Write a summary for your family or friends to read.

EXPOSITORY WRITING: FEATURES OF A SUMMARY			
Compare the student's summary to the features listed below:			
Check the Boxes that Apply			
	Evident	Partially Evident	Not Yet Evident
1. The summary gives information about a group event.			
2. The summary includes specific details that answer the questions: What did the writer do? Why, where, when, and how did she/he do it? How did the writer feel?			
3. The summary explains the correct order of events.			
4. The summary demonstrates proper usage of the following targeted language conventions:			
– Subject Pronouns (I, you, he, she, it, we, you, they)			
– Possessive Pronouns (my, your, his, her, its, our, your, their)			

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	ATTENTION TO AUDIENCE	LANGUAGE & CONVENTIONS
4	Conveys meaning clearly and represents most features of a summary, supported by details which explain what happened and why.	Shows a logical ordering of events; uses time order words to help explain sequence.	Word choice is appropriate to the audience; engages and maintains reader's interest.	Uses varied vocabulary. Mostly uses varied sentence structures and correct verb tenses.
3	Conveys meaning most of the time, representing some features of a summary, with some attention to supporting details.	Offers a logical flow of events and information with minor lapses in logical order.	Shows some attention to appropriate word choice; often engages reader's interest.	Vocabulary is sufficient for the purpose. Shows some variation in sentence structures; verb tenses are usually correct with errors that seldom diminish meaning.
2	Conveys some meaning; demonstrates attention to features of a summary, but provides few details and limited support.	Simple sentences and phrases provide loosely connected ideas and events.	Word choice is not appropriate for the audience and limited vocabulary diminishes meaning.	Vocabulary is limited. Writes in simple sentences; verb tenses are frequently incorrect with errors that impede communication.
1	Uses simple phrases to convey meaning, minimally representing features of a summary.	Simple phrases show little to no ordering of ideas.	Word choice is not apparent.	Vocabulary is inadequate. Uses simple phrases. Copies the model.

UNIT 3 – WRITING ASSESSMENT (PGS 180–186) **REQUIRED FORM**

WRITING PROMPT: Now **write your own paragraph**. It can tell about a person or an experience. Express your feelings about the topic. Then share your writing with classmates.

EXPRESSIVE WRITING: FEATURES OF A MAIN IDEA PARAGRAPH

Compare the student's paragraph to the features listed below:

Check the Boxes that Apply

	Evident	Partially Evident	Not Yet Evident
1. The paragraph states the main idea clearly.			
2. The paragraph includes details to support the main idea.			
3. The paragraph tells the writer's thoughts and feelings about the project.			
4. The main idea paragraph demonstrates proper usage of the following targeted language conventions:			
– Past Tense Verbs			
– Irregular Past Tense Verbs (i.e., became, came, gave, taught, told, was, went, were, won)			

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	ATTENTION TO AUDIENCE	LANGUAGE & CONVENTIONS
4	Conveys ideas clearly and represents most features of a main idea paragraph that expresses thoughts and feelings.	Shows a logical organization of ideas with a main idea statement and supporting details.	Word choice is appropriate to the audience; effectively engages and maintains the reader's interest.	Uses varied vocabulary. Mostly uses some variety in sentence structure and correct verb tenses.
3	Conveys ideas most of the time, representing some features of a main idea paragraph, with some expression of thoughts and feelings.	Includes a main idea statement and some supporting details with minor lapses in logical order.	Shows some attention to appropriate word choice; often engages the reader's interest.	Vocabulary is sufficient for the purpose. Uses complete sentences, with errors that seldom diminish meaning, verb tenses are usually correct.
2	Conveys some ideas; demonstrates attention to few features of a main idea paragraph, but provides limited expression of thoughts and feelings.	Simple sentences and phrases provide loosely connected ideas.	Word choice is not appropriate for the audience and limited vocabulary diminishes meaning.	Vocabulary is limited. Writes in simple sentences with errors that impede communication; verb tenses are frequently incorrect.
1	Uses simple phrases to convey meaning, minimally representing features of a main idea paragraph.	Simple phrases show little or no ordering of ideas.	Word choice is not apparent.	Vocabulary is inadequate. Uses simple phrases.

UNIT 4 – WRITING ASSESSMENT (PGS 254–260) **REQUIRED FORM ‡**

WRITING PROMPT: Now write your own opinion essay about a problem in your school. Persuade your classmates to agree with your opinion.

PERSUASIVE WRITING: FEATURES OF AN OPINION ESSAY

Compare the student's paragraph to the features listed below:

Check the Boxes that Apply

	Evident	Partially Evident	Not Yet Evident
1. The first paragraph describes a problem and tells the writer's opinion.			
2. The second paragraph explains why there is a problem.			
3. The last paragraph summarizes the writer's opinion and tells what action the readers should take.			
4. The essay includes persuasive words (i.e., should, must, have to, ought to)			
5. The opinion essay demonstrates proper usage of the following targeted language conventions:			
– Adjectives that compare (i.e., taller, tallest, more beautiful, most beautiful)			
– Future Tense Verbs (will walk, will _____)			
– Helping Verbs: should, must, can, may, will, might			
– Correct Verb 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	ATTENTION TO AUDIENCE	LANGUAGE & CONVENTIONS
4	States an opinion, describes the problem, and includes a call to action, representing most features of an opinion essay.	Includes three paragraphs with a logical progression of ideas and effective transitions.	Word choice is appropriate for the purpose; uses persuasive words. Engages and maintains the reader's interest.	Uses convincing vocabulary and powerful language. Uses some variety in sentence structure and verb tenses that are mostly correct.
3	States an opinion and describes the problem with some ambiguity; includes a call to action and represents some features of an opinion essay.	Includes three paragraphs with some lapses in logical order; some use of transitions.	Shows some attention to appropriate word choice with some success in persuading the reader. Often engages the reader's interest.	Vocabulary is often adequate for the purpose. Uses some variation in sentences, with errors that seldom diminish meaning, verb tenses are usually correct.
2	States an opinion without an adequate description of the problem or an effective call to action; demonstrates attention to few features of an opinion in essay.	One or more paragraphs are missing from the essay, provides loosely connected ideas.	Word choice is not effective to persuade an audience; limited vocabulary diminishes meaning.	Vocabulary is limited. Writes in simple sentences with errors that impede communication; verb tenses are frequently incorrect.
1	Uses simple phrases to convey ideas, minimally communicating an opinion or showing the features of an opinion essay.	Simple phrases show a little or no ordering of ideas; no evidence of an opinion essay.	Word choice is not apparent.	Vocabulary is inadequate. Uses simple phrases.

UNIT 5 – WRITING ASSESSMENT (PGS 326-332)

WRITING PROMPT: Now write your own story for classmates to read. Tell an adventure story. Make it exciting!

ARRATIVE WRITING: FEATURES OF A STORY

Compare the student's story to the features listed below: Check the Boxes that Apply		Evident	Partially Evident	Not Yet Evident
1	The story has people or animals as characters.			
2	Characters are developed through dialogue and description.			
3	The story tells the setting – where and when the story takes place.			
4	The story has a plot, with a beginning, middle and end.			
5	The story demonstrates proper usage of some of the following targeted language conventions:			
	– Complete sentences			
	– Compound sentences (and, but, or)			
	– Complex sentences (i.e., after, as, until, because, when, since, while, so)			
	– Present perfect tense verbs (has + <i>past participle</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	ATTENTION TO AUDIENCE	LANGUAGE & CONVENTIONS
4	Conveys ideas clearly, and represents all features of a story with effective development of characters, setting, and plot.	Shows a plot including a beginning, middle, and end; shows a logical flow of ideas; includes effective transitions.	Word choice is appropriate for the audience. Engages and maintains the reader's interest.	Uses varied and vivid vocabulary. Uses some variety in sentence structure and minimal verb tenses errors. Uses dialogue for character development.
3	Conveys meaning most of the time, representing most features of a story with some setting description and some attention to plot and character development.	Offers a flow of ideas with some evidence of a story line, but with lapses in logical order; some use of transitions.	Shows some attention to appropriate word choice. Often engages reader's interest.	Vocabulary is often sufficient for the purpose. Uses some dialogue. Uses some variation in sentences, with errors that seldom diminish meaning, verb tenses are usually correct.
2	Conveys some meaning, representing some features of a story, but provides limited development of character, setting, and plot.	Shows some organization of ideas into a story, but events are not sufficient to sustain a plot; limited use of transitions.	Word choice is not effective in engaging the reader's interest.	Vocabulary is limited. Writes in simple sentences with errors that impede communication; verb tenses are frequently incorrect.
1	Uses simple sentences or phrases to convey meaning, minimally representing features of a story.	Simple sentences or phrases show little or no ordering of ideas and events; no use of transitions.	Inadequate vocabulary diminishes meaning.	Vocabulary is insufficient. Uses simple phrases. Copies the model.