

Name: _____ Date: _____ Overall Score: _____

UNIT 1 – WRITING ASSESSMENT (PGS 68–74) REQUIRED FORM

WRITING PROMPT: Now you will work with your group to create something. Then you can write a description of what you did for your family to read.

DESCRIPTIVE WRITING: FEATURES OF A DESCRIPTIVE DOCUMENTARY

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

Check the Boxes that Apply

	Evident	Partially Evident	Not Yet Evident
1. The descriptive documentary gives a clear picture of what something is like or how something happened.			
2. The descriptive documentary uses a logical order: the beginning describes the plan, the middle describes each step, and the ending describes the finished product.			
3. The descriptive documentary uses order words.			
4. The descriptive documentary has adjectives and other descriptive details.			
5. The descriptive documentary demonstrates proper usage of some of the following targeted language conventions:			
– Complete Sentences			
– 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 meaning clearly and represents all of the features of a descriptive documentary; supported by vivid descriptive details.	Shows a logical progression of ideas and an effective use of transitions and order words.	Uses vivid and precise vocabulary to help the reader form a mental picture; uses an appropriate tone.	Vocabulary is frequently varied. Uses a variety of sentence structures and appropriate verb tenses with minimal errors.
3	Conveys meaning most of the time, representing most features of a descriptive documentary; supported by some descriptive details.	Offers a flow of ideas with some lapses in logical order; some use of transitions and order words.	Shows some attention to appropriate tone and chooses vocabulary sufficient for the reader to form a mental picture.	Vocabulary is sufficient for the purpose. Uses a variety of sentence structures with verb tenses that are usually correct; errors seldom diminish meaning.
2	Conveys some meaning and represents a few features of a descriptive documentary; supported by limited details.	Loosely connected ideas with simple sentences and phrases; uses few order words or transitions.	Tone varies; word choice is not effective in forming a mental picture for the reader.	Vocabulary is limited. Writes primarily in simple sentences with errors that impede communication.
1	Uses simple sentences and phrases to convey meaning, minimal or no representation of features of a descriptive documentary.	Simple sentences or phrases show an inadequate ordering of ideas; no use of order words or transitions.	Tone and word choice are not appropriate or apparent.	Vocabulary is inadequate. Writes in simple sentences or phrases that impede communication.

Name: _____ Date: _____ Overall Score: _____

UNIT 2 – WRITING ASSESSMENT (PGS 138–144) **REQUIRED FORM**

WRITING PROMPT: Now you will write a goal-and-outcome narrative for your class to read. **Write a biography** about a person you admire.

NARRATIVE WRITING: FEATURES OF A BIOGRAPHY

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

Check the Boxes that Apply

	Evident	Partially Evident	Not Yet Evident
1. The biography recounts the events in a real person's life.			
2. The biography tells where and when events took place.			
3. The biography describes the person's goals, obstacles, strategies, and outcomes.			
4. The biography has a clear text structure with a beginning, middle, and an end.			
5. The biography maintains a third person point of view.			
6. The biography demonstrates proper usage of the following targeted language conventions:			
– Subject Pronouns (I, you, he, she, it, we, you, they)			
– Object Pronouns (me, you, him, her, us, them)			
– Possessive Pronouns (my, your, his, her, its, our, your, their)			
– Compound Sentences (and, but, or)			
– Complex Sentences (i.e., after, as, until, because, when, since, while, so)			
– Introductory Sentences			

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 in a clear, effective way, fully representing the features of a biography; with convincing details and examples.	Shows a logical progression of ideas with effective transitions.	Uses vocabulary and tone which effectively engages and maintains the reader's interest.	Vocabulary is varied and vivid. • Consistently uses a variety of sentences.
3	Conveys meaning most of the time, representing most features of a biography, with some attention to supporting details.	Offers a flow of ideas with some lapses in logical order; some use of transitions.	Shows some attention to word choice and appropriate tone that often engages the reader's interest.	Vocabulary is sufficient for the purpose. Shows varied sentence structures with verb tenses that are usually correct.
2	Conveys some meaning, demonstrates attention to some features of a biography, but provides limited or partial support.	Writes loosely connected ideas into paragraphs but has limited use of transitions.	Word choice and tone vary or do not adequately address the audience.	Vocabulary is limited. Writes primarily with simple sentences; errors often impede communication.
1	Uses simple sentences to convey meaning, minimally representing features of a biography.	Simple sentences show an inadequate ordering of ideas; no use of transitions.	Word choice and tone are not appropriate or apparent.	Writes in simple sentences or phrases with errors that impede communication.

Name: _____ Date: _____ Overall Score: _____

UNIT 3 – WRITING ASSESSMENT (PGS 210–216) **REQUIRED FORM †**

WRITING PROMPT: Now you will write a persuasive essay for students in your school. Your 5-paragraph essay should state your position on an issue you care about and convince your readers to take action.

PERSUASIVE WRITING: FEATURES OF A 5-PARAGRAPH PERSUASIVE ESSAY

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

Check the Boxes that Apply

	Evident	Partially Evident	Not Yet Evident
1. The introduction states an opinion or position. The body gives strong supporting arguments.			
2. The persuasive essay presents the arguments in a logical order with smooth transitions.			
3. The conclusion restates the position or includes a call to action.			
4. The essay uses persuasive words to convince the reader.			
5. The persuasive essay demonstrates proper usage of the following targeted language conventions:			
– Relative Clauses and Pronouns (who, whom, that, which)			
– Indefinite Pronouns (i.e., someone, anything, everywhere)			
– Complex sentences (i.e., after, as, until, because, when, since, while, so)			
– Concluding Sentence			

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 a clear position and provides arguments with solid support, representing most features of a persuasive essay.	Includes an introduction, a conclusion, and a body with three supporting arguments arranged in a logical progression with effective transitions.	Considers the reader's perspectives; uses persuasive vocabulary and an appropriate tone which effectively engages and persuades the reader.	Vocabulary is effective and convincing. Uses a variety of sentence structures and appropriate verb tenses with minimal errors.
3	States a position and provides arguments with sufficient support that may contain minor flaws in logic or relevance, representing most features of a persuasive essay.	The supporting arguments have some lapses in logical order; some use of transitions; one paragraph may be missing from the essay.	Shows some attention to word choice and appropriate tone, with some success in persuading the reader.	Vocabulary is sufficient for the purpose. Uses a variety of sentence structures with verb tenses that are usually correct; errors seldom diminish meaning.
2	States a somewhat ambiguous position with limited support that contains flaws in logic or relevance; demonstrates attention to some features of a persuasive essay.	The arguments do not show an apparent logic to their order; simple sentences are loosely connected; two or more paragraphs are missing from the 5-paragraph essay.	Word choice and tone are not effective in persuading the reader to take action.	Vocabulary is limited. Writes primarily using simple sentences with errors that frequently impede communication.
1	Uses simple sentences to convey ideas, minimally communicating a position, arguments, or features of a persuasive essay.	Simple sentences show inadequate ordering of ideas; no evidence of the 5-paragraph structure.	Tone and word choice are not apparent or appropriate.	Vocabulary is inadequate. Writes in simple sentences or phrases with errors that impede communication.

UNIT 4 – WRITING ASSESSMENT (PGS 282–286)

WRITING PROMPT: Now you will write a memoir to share with your teacher and classmates. In your memoir, you will tell about a problem you had and how it was solved. Tell about your feelings too.

EXPRESSIVE WRITING: FEATURES OF A MEMOIR			
Compare the student's memoir to the features listed below: Check the Boxes that Apply			
	Evident	Partially Evident	Not Yet Evident
1. In the memoir, the writer tells about events in his or her life, and when they happen.			
2. The memoir presents a problem and solution, or uses another type of logical order.			
3. The memoir expresses the writer's thoughts and feelings.			
4. The memoir is written in the first-person point of view.			
5. The memoir demonstrates proper usage of the following targeted language conventions:			
– Past Perfect			
– Conditional (would, might, may)			
– Future Perfect			
– Simple Past			

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 thoughts and feelings in a clear, effective way, fully representing the features of a memoir through a first-person account of events; uses vivid details that convey thoughts and feelings.	Shows a logical progression of ideas with adequate transitions.	Uses vocabulary and tone that effectively engage and maintain the reader's interest.	Vocabulary is varied and vivid. Maintains consistent first-person point of view across a variety of sentence structures and appropriate verb tenses.
3	Conveys meaning most of the time, representing most features of a memoir, with some attention to thoughts and feelings.	Offers a flow of ideas with some lapses in logical order and use of transitions.	Shows some attention to word choice and appropriate tone; often engages reader's interest.	Vocabulary is sufficient for the purpose. Maintains a first-person point of view across a variety of sentence structures with verb tenses that are usually correct.
2	Conveys some meaning, demonstrates attention to some features of a memoir, but has limited attention to thoughts and feelings.	Writes loosely connected ideas into paragraphs, with limited use of transitions.	Word choice and tone are not adequately linked to audience; occasionally engages reader's interest.	Vocabulary is limited. Writes simple sentences with errors that often impede communication; point of view may vary.
1	Uses simple sentences that convey little meaning, minimally representing features of a memoir.	Simple sentences show inadequate ordering of ideas.	Tone and word choice are not appropriate or apparent.	Vocabulary is inadequate. Uses simple sentences with errors that impede communication.

UNIT 5 – WRITING ASSESSMENT (PGS 355–362)

WRITING PROMPT: Now you will write a report to inform your classmates about a time in history. After you finish your report, use the facts and details to make up a story. Now use the information in your report to write a fictional narrative about the same topic for your classmates to read. Follow the steps in the Writing Process.

EXPOSITORY AND NARRATIVE WRITING: FEATURES OF A RELATED REPORT AND STORY			
Compare the student's essay to the features listed below: Check the Boxes that Apply	Evident	Partially Evident	Not Yet Evident
1. The report and the story relate to the same topic.			
2. The report uses accurate facts to inform the reader about the topic.			
3. The report has an introduction, a body, and a conclusion.			
4. The story includes characters, a setting, and a plot with a beginning, middle, and end.			
5. Some story elements reflect the real people, places, or events in the report.			
6. The report and story demonstrate proper usage of the following targeted language conventions:			
– Present and Past Participial Phrases			
– Comparative and Superlative 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	ATTENTION TO AUDIENCE	LANGUAGE & CONVENTIONS
4	Conveys meaning clearly and represents all features of a report and a story, with concise facts and details based on real people, places, and events.	Shows a logical progression of ideas with effective transitions.	Uses vocabulary and tone that effectively engage and maintain the reader's interest.	Vocabulary is varied and vivid. Uses a variety of sentence structures and appropriate verb tenses.
3	Conveys meaning most of the time, representing most features of a report and a story; some attention to facts relevant to the topic.	Offers a flow of ideas with few lapses in logical order and some lapses in use of transitions.	Shows some attention to word choice and appropriate tone; often engages reader's interest.	Vocabulary is sufficient for the purpose. Consistently uses a variety of sentence structures with verb tenses that are usually correct; errors seldom diminish meaning.
2	Conveys some meaning; demonstrates attention to some features of a report and a story, but provides limited or partial support with factual details.	Writes loosely connected ideas into paragraphs with few, if any, transitions.	Word choice and tone are not adequately linked to audience; occasionally engages reader's interest.	Vocabulary is limited. Often writes in simple sentences with errors that often impede communication.
1	Uses words, phrases and sentences that convey little meaning, minimally representing the features of a report and a story.	Simple sentences show an inadequate ordering of ideas.	Tone and word choice are not appropriate or apparent.	Vocabulary is inadequate. Uses simple sentences that usually impede communication.