

Assessment Criteria for Writing Practice

| QUALITY of the LANGUAGE (i.e. grammar, lexis, spelling, punctuation, syntax) | | | | | |
|---|----------|----------|----------|----------|----------|
| Scores | 1 | 2 | 3 | 4 | 5 |
| Grammar | | | | | |
| Lexis | | | | | |
| Spelling | | | | | |
| Punctuation | | | | | |
| Syntax | | | | | |
| TASK ACHIEVEMENT (i.e. content, organisation, relevance, completeness, cohesion, style, register) | | | | | |
| Scores | 1 | 2 | 3 | 4 | 5 |
| Content | | | | | |
| Organisation | | | | | |
| Relevance | | | | | |
| Completeness | | | | | |
| Cohesion | | | | | |
| Style | | | | | |
| Register | | | | | |

0 = totally unacceptable 1 = unacceptable 2 = not convincing
 3 = satisfactory 4 = very good 5 = really outstanding

Writing practice evaluation

| CATEGORY | 4 | 3 | 2 | 1 |
|-----------------------------|---|--|---|---|
| Grammatical accuracy | Writer makes no errors in grammar that distract the reader from the content. The writer uses the passive voice correctly. | Writer makes 1-3 errors in grammar that distract the reader from the content. The writer doesn't always use the passive voice correctly. | Writer makes 4-6 errors in grammar that distract the reader from the content. The writer hardly uses the passive voice correctly. | Writer makes more than 6 errors in grammar that distract the reader from the content. The writer doesn't use the passive voice correctly. |
| Spelling | | Writer makes no errors in spelling that distract the reader from the content. | Writer makes 1-4 errors in spelling that distract the reader from the content. | Writer makes more than 4 errors in spelling that distract the reader from the content. |
| Word Choice / Style | You use a varied vocabulary, you use newly learnt words and your choice of words is worthy of a magazine article. | Your vocabulary is varied, you use newly learnt words, but your style is too informal. | Your vocabulary is correct, but not varied. You hardly use any newly learnt words. | Your vocabulary is too basic or you translate literally from Dutch. |
| Structure | | All sentences are well-constructed with varied structure. You make good use of connectors. | Most sentences are well-constructed. You use connectors, but there is a bit of repetition there. | Most sentences lack structure and appear incomplete or rambling. You have neglected to use connectors. |
| Content | Relevant, telling, quality details give the reader important information that goes beyond the obvious or predictable. | Supporting details and information are relevant, but one key issue or portion of the report is unsupported. | Supporting details and information are relevant, but several key issues or portions of the report are unsupported. | Supporting details and information are typically unclear or not related to the topic. |

SELF- EVALUATION WRITING PRACTICE 1

| CONVENTIONS | | | | | |
|--|---|---|---|---|---|
| My printout contains no typographical errors | 1 | 2 | 3 | 4 | 5 |
| Each of my paragraphs has one main idea. | | | | | |
| My paragraphs have more than one sentence. | | | | | |
| I have used correct grammar. | | | | | |
| I have used correct punctuation. | | | | | |
| I have checked my spelling. | | | | | |
| Stylistic effects enhance the report. They do not distract the reader. | | | | | |
| My handwriting is legible. | | | | | |
| IDEAS | | | | | |
| I used brainstorming and a concept map or outline to create and organize my ideas. | 1 | 2 | 3 | 4 | 5 |
| My report is clear and focused. I stay on topic. | | | | | |
| I can summarize my topic in just a few sentences. | | | | | |
| I understand my topic and could explain it to someone else easily. | | | | | |
| Details in my report give the reader important information. | | | | | |
| My ideas relate to one another. | | | | | |
| I have listened to suggestions from the teacher or peer writers. | | | | | |
| I have cited my sources correctly and included a References page. | | | | | |
| FLUENCY | | | | | |
| My sentences build logically upon the one(s) before. | 1 | 2 | 3 | 4 | 5 |
| My sentences are different lengths. | | | | | |
| My sentences start in different ways. | | | | | |
| The meaning of each of my sentences is clear. | | | | | |
| My sentences flow easily from one to another. | | | | | |
| There are no run-on sentences. | | | | | |
| There are no incomplete sentences. | | | | | |
| I maintain one verb tense, especially in summaries. | | | | | |
| I express similar ideas using parallel construction. | | | | | |

SELF- EVALUATION WRITING PRACTICE 2

| ORGANISATION | | | | | |
|--|---|---|---|---|---|
| Ideas are organized in a meaningful way. | 1 | 2 | 3 | 4 | 5 |
| The sequence of ideas is logical. | | | | | |
| My introduction is interesting and inviting. | | | | | |
| My ideas flow from one to another. | | | | | |
| I used helpful transitions between main points, (e.g., "First of all," or "Similarly"). | | | | | |
| I have a satisfying conclusion. | | | | | |
| PUNCTUATION | | | | | |
| Commas surround parenthetical expressions and appositives. | 1 | 2 | 3 | 4 | 5 |
| Commas separate the items in a series. | | | | | |
| A comma precedes "and" or "but" when introducing an independent clause. | | | | | |
| A comma follows an introductory word or phrase. | | | | | |
| A semicolon connects two sentences. | | | | | |
| Closing quotation marks always follow commas or periods. | | | | | |
| A question mark follows closing quotation marks unless part of quoted material. | | | | | |
| Apostrophes are used correctly to show possession or to create contractions. | | | | | |
| I only put an apostrophe in the word "it's" when I mean "it is." | | | | | |
| A colon is used for emphasis or to introduce a list. | | | | | |
| A period, question mark, or exclamation mark ends every sentence. | | | | | |
| Long quotations are set off (e.g., indented on both sides, single spaced, and/or italic font) from the text that is not a quote. | | | | | |
| Foreign words not in common use are italicized or enclosed in quotes. | | | | | |
| Citations use the prescribed format including correct capitalization, punctuation, and italicization. | | | | | |
| WORD CHOICE | | | | | |
| My sentences begin in different ways. | 1 | 2 | 3 | 4 | 5 |
| Every word seems just right. | | | | | |
| The language I use expresses voice. | | | | | |
| I use descriptive words (adjectives and adverbs) often. | | | | | |
| My words paint pictures in the reader's mind. | | | | | |

WRITING ASSIGNMENTS

DIRECTIONS:

This form is designed to help you evaluate writing assignments. Read the statements below. Then indicate the number from the following scale that reflects your assessment of the student's work in this assignment.

1 = Weak 2 = Moderately Weak 3 = Average 4 = Moderately Strong 5 = Strong

| Statement (criteria) | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 1. Each paragraph in the assignment starts with a topic sentence. | | | | | |
| 2. The organization of the writing assignment is clear and easy to follow. | | | | | |
| 3. The assignment is concise and well written. | | | | | |
| 4. The assignment employs the appropriate information or facts. | | | | | |
| 5. The content demonstrates an understanding of the topic and related concepts. | | | | | |
| 6. The assignment is neatly typed or handwritten. | | | | | |
| 7. The spelling, punctuation, and grammar on the writing assignment are accurate. | | | | | |
| 8. If appropriate, the assignment appears to have been well researched. | | | | | |
| 9. The content fulfils all the requirements of the assignment. | | | | | |
| 10. Overall, the work represents the writer's full potential. | | | | | |

Additional Comments:

Total Points/Grade: _____

WRITING TO CLASSIFY

DIRECTIONS:

This form is designed to help you evaluate classificatory writing assignments. Read the statements below. Then indicate the number from the following scale that reflects your assessment of the student's work. To assess general writing skills, see the more generic rubric 'Writing Assignments'.

1 = Weak 2 = Moderately Weak 3 = Average 4 = Moderately Strong 5 = Strong

| Statement (criteria) | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
| 1. The student introduces and states the subject in an interesting manner. | | | | | |
| 2. The student divides the subject into relevant parts for presentation and evaluation. | | | | | |
| 3. The student precisely defines all of the terms applicable to the subject. | | | | | |
| 4. The student compares and contrasts the subject to something else, or compares and contrasts parts of the subject to each other. | | | | | |
| 5. The student includes sensory and factual details to help the audience picture the subject. | | | | | |
| 6. The student presents the subject in a highly organized fashion that is easy for the audience to follow. | | | | | |
| 7. The student takes into account the point of view of the audience being addressed. | | | | | |
| 8. The spelling, punctuation, and grammar on the writing assignment are accurate. | | | | | |
| 9. The writing assignment is neatly typed or handwritten. | | | | | |
| 10. If appropriate, the student evaluates and assesses the subject or the parts of the subject. | | | | | |
| Additional Comments: | | | | | |
| Total Points/Grade: _____ | | | | | |

WRITING TO EXPRESS

DIRECTIONS:

This form is designed to help you evaluate expressive writing assignments. Read the statements below. Then indicate the number from the following scale that reflects your assessment of the student's work. To assess general writing skills, see the more generic rubric 'Writing Assignments'.

1 = Weak 2 = Moderately Weak 3 = Average 4 = Moderately Strong 5 = Strong

| Statement (criteria) | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 1. The student introduces the topic or experience in a way that draws in the audience. | | | | | |
| 2. The student clearly states the topic or experience. | | | | | |
| 3. The student focuses on his/her personal thoughts and feelings about the topic or experience. | | | | | |
| 4. The student uses memorable sensory description in relaying specific details. | | | | | |
| 5. The student presents events in chronological order or in another order that the audience can follow. | | | | | |
| 6. If appropriate, the student compares his/her reactions to the topic or event to his/her reactions to another topic or event. | | | | | |
| 7. The student expresses the personal meaning or value of the topic or event. | | | | | |
| 8. The student concludes in a way that reiterates his/her attitude toward the topic or experience. | | | | | |
| 9. The spelling, punctuation, and grammar on the writing assignment are accurate. | | | | | |
| 10. The writing assignment is neatly typed or handwritten | | | | | |
| Additional Comments: | | | | | |
| Total Points/Grade: _____ | | | | | |

Writing Biographies

| Criteria | Pts Possible | Pts Earned |
|---|--------------|------------|
| Birth date/ Birthplace | 5 | |
| Death date/ Place of Death | 5 | |
| Early influences (must include 3 events that influenced the individual.) | 15 | |
| Education (must include its role or significance in later life.) | 15 | |
| Major accomplishments (must provide dates if applicable.) | 15 | |
| Significance (must explain why this individual is worthy of note in their field of expertise.) | 15 | |
| Contemporaries (must include at least three individuals along with their occupations/roles.) | 15 | |
| Grammar and Spelling (each error results in one point off.) | 10 | |
| Neatness | 5 | |

Points Earned: _____/100 Points

Body Paragraph Evaluation Criteria

| | | | | | |
|--|----------|----------|----------|----------|----------|
| Use this checklist to evaluate a body paragraph of an essay, but not for an introduction or a summary paragraph. | | | | | |
| Statement (criteria) | 1 | 2 | 3 | 4 | 5 |
| 1. Starts with a transition. | | | | | |
| 2. First sentence contains appropriate idea from thesis. | | | | | |
| 3. Contains one to three explanatory sentences. | | | | | |
| 4. Contains two to four sentences about specific details. | | | | | |
| 5. Details are colourful, interesting and appropriate. | | | | | |
| 6. Ends with a good closing sentence. | | | | | |
| 7. Contains no run-ons or sentence fragments. | | | | | |
| 8. Is free of errors in agreement. - Subject/verb - singular or plural - Pronoun selection correct - singular or plural - Pronoun selection correct - subject or object | | | | | |
| 9. Is free of punctuation errors. | | | | | |
| 10. Is free of spelling errors. | | | | | |
| 11. Handwriting is easy to read. | | | | | |
| What are the strongest points of this paragraph? | | | | | |
| What are the weakest points of this paragraph? | | | | | |

Stand Alone Paragraph

| Use this checklist to evaluate paragraphs that are not part of a longer piece of writing. | | | | | |
|--|---|---|---|---|---|
| Statement (criteria) | 1 | 2 | 3 | 4 | 5 |
| 1. The first, second or last sentence contains the main idea and key words from the question or assigned topic. (The first sentence is usually preferable.) | | | | | |
| 2. Paragraph contains one to three explanatory sentences. | | | | | |
| 3. Paragraph contains two to four sentences about specific details. | | | | | |
| 4. Details are colourful, interesting and appropriate. | | | | | |
| 5. Paragraph ends with a good closing sentence that refers to the main idea without repeating it. | | | | | |
| 6. Paragraph contains no run-ons or sentence fragments. | | | | | |
| 7. Paragraph is free of errors in agreement. - Subject/verb - singular or plural - Pronoun selection correct - singular or plural - Pronoun selection correct - subject or object | | | | | |
| 8. Is free of punctuation errors. | | | | | |
| 9. Is free of spelling errors. | | | | | |
| 10. Is free of punctuation errors. | | | | | |
| 11. Handwriting is easy to read. | | | | | |
| What are the strongest points of this paragraph? | | | | | |
| What should the writer do to make this paragraph better? | | | | | |

Compare / Contrast Essay

| | | | | | |
|--|----------|----------|----------|----------|----------|
| Title: | | | | | |
| Rating Scale: 1 to 5. 1=very weak, 2=weak, 3=okay, 4=very good, 5=super | | | | | |
| Statement (criteria) | 1 | 2 | 3 | 4 | 5 |
| 1. Opening catches reader's interest. | | | | | |
| 2. Thesis states topics and the main idea. | | | | | |
| 3. Features or subjects are discussed in the same order. | | | | | |
| 4. Order in which features are discussed is logical. | | | | | |
| 5. Specific examples are used to support ideas. | | | | | |
| 6. Wording and ideas are fresh and interesting. | | | | | |
| 7. Compare/contrast clue words are used. | | | | | |
| 8. Grammar | | | | | |
| 9. Spelling | | | | | |
| 10. Punctuation and capitals | | | | | |
| Date _____ Class _____ Evaluator: _____ | | | | | |

Persuasive essay

Score each of the following aspects of the essay from 1 to 5 with 5 very strong and 1 very weak.

| Statement (criteria) | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
| 1. The introduction is interesting. | | | | | |
| 2. The thesis is correct. | | | | | |
| 3. The opposing paragraphs sound reasonable. | | | | | |
| 4. The three reason paragraphs each start with a topic sentence. | | | | | |
| 5. Transitions connect all paragraphs. | | | | | |
| 6. The reason paragraphs have the proper structure (topic sentence, explanatory sentences, specific, colourful examples, closing sentence) | | | | | |
| 7. The essay ends with a call to action. | | | | | |
| 8. The appropriate audience is addressed. | | | | | |
| 9. A variety of sentence patterns is used. | | | | | |
| 10. The details are specific and interesting. | | | | | |
| 11. The most important thing to work on to improve this essay is | | | | | |

Content & conventions 1

| CATEGORY | 4 | 3 | 2 | 1 | NS/0 |
|--|---|--|---|--|---|
| Content FOCUS 1 | Topic/subject is clear, though it may/may not be explicitly stated. | Topic/subject is generally clear though it may not be explicitly stated. | Topic/subject may be vague. | Topic/subject is unclear or confusing. | This code may be used for compositions that are entirely illegible or otherwise unscorable: blank responses, responses written in a foreign language, restatements of the prompt, responses that are off-topic or incoherent. |
| Content: ORGANIZATION 1 | Organizational structure establishes relationship between/among ideas/events. | Organizational structure establishes relationships between ideas/events, although minor lapses may be present. | Organizational structure establish some relationship between/among some of the ideas/events. The structure is minimally complete. | Organizational structure does not establish connection between/among ideas/events. The overall structure is incomplete or confusing. | This code may be used for compositions that are entirely illegible or otherwise unscorable: blank responses, responses written in a foreign language, restatements of the prompt, responses that are off-topic or incoherent. |
| Content: SUPPORT | Support information is related to and supportive of the topic/subject. | Support information has minor weaknesses in relatedness to and/or support of the topic/subject. | Support information has major weaknesses in relatedness to and/or support of the topic/subject. | An attempt has been made to add support information, but it was unrelated or confusing. | This code may be used for compositions that are entirely illegible or otherwise unscorable: blank responses, responses written in a foreign language, restatements of the prompt, responses that are off-topic or incoherent. |

Content & conventions 2

| CATEGORY | 4 | 3 | 2 | 1 | NS/0 |
|---|--|---|--|---|---|
| Content STYLE Vocabulary | Exhibits skilful use of vocabulary that is precise and purposeful. | Exhibits reasonable use of vocabulary that is precise and purposeful. | Exhibits minimal use of vocabulary that is precise and purposeful. | Lacks use of vocabulary that is precise and purposeful. | This code may be used for compositions that are entirely illegible or otherwise unscorable: blank responses, responses written in a foreign language, restatements of the prompt, responses that are off-topic or incoherent. |
| Conventions | Conventions scale is 0-2 | Conventions scale is 0-2 | Exhibits REASONABLE CONTROL of grammatical conventions appropriate to the writing task: sentence formation; standard usage including agreement, tense, and case; and mechanics including use of capitalization, punctuation, and spelling. | Exhibits MINIMAL CONTROL of grammatical conventions appropriate to the writing task: sentence formation; standard usage including agreement, tense, and case; and mechanics including use of capitalization, punctuation, and spelling. | LACKS CONTROL of grammatical conventions appropriate to the writing task: sentence formation; standard usage including agreement, tense, and case; and mechanics including use of capitalization, punctuation, and spelling. |

Content & conventions 3

| CATEGORY | 4 | 3 | 2 | 1 | NS/0 |
|---|--|--|--|---|---|
| Content FOCUS 2 | Maintains focus on topic/subject throughout response. | May exhibit minor lapses in focus on topic/subject. | May lose or may exhibit major lapses in focus on topic/subject. | May fail to establish focus on topic/subject. | This code may be used for compositions that are entirely illegible or otherwise unscorable: blank responses, responses written in a foreign language, restatements of the prompt, responses that are off-topic or incoherent. |
| Content ORGANIZATION 2 | Organization is a logical progression of ideas/events and is unified and complete. | There is a logical progression of ideas/events and is reasonably complete, although minor lapses may be present. | One or more major lapses in the logical progression of ideas/events is evident. | Ideas/events are presented in a random fashion. | This code may be used for compositions that are entirely illegible or otherwise unscorable: blank responses, responses written in a foreign language, restatements of the prompt, responses that are off-topic or incoherent. |
| Content ELABORATION | Elaboration consists of specific, developed details. | Elaboration consists of some specific details. | Elaboration consists of general and/or undeveloped details, which may be presented in a list-like fashion. | Elaboration is sparse; almost no details. | This code may be used for compositions that are entirely illegible or otherwise unscorable: blank responses, responses written in a foreign language, restatements of the prompt, responses that are off-topic or incoherent. |
| Content STYLE – Sentence Fluency | Demonstrates skilful sentence fluency (varies length, good flow rhythm, and varied structure). | Demonstrates reasonable sentence fluency. | Demonstrates minimal sentence fluency. | Sentence fluency is lacking. | This code may be used for compositions that are entirely illegible or otherwise unscorable: blank responses, responses written in a foreign language, restatements of the prompt, responses that are off-topic or incoherent. |

Writing Model 1

| CATEGORY | 4 | 3 | 2 | 1 |
|---|---|---|---|---|
| Conclusion (Organization) | The conclusion is strong and leaves the reader with a feeling that they understand what the writer is "getting at." | The conclusion is recognizable and ties up almost all the loose ends. | The conclusion is recognizable, but does not tie up several loose ends. | There is no clear conclusion, the paper just ends. |
| Sources (Content) | All sources used for quotes and facts are credible and cited correctly. | All sources used for quotes and facts are credible and most are cited correctly. | Most sources used for quotes and facts are credible and cited correctly. | Many sources used for quotes and facts are less than credible (suspect) and/or are not cited correctly. |
| Sentence Length (Sentence Fluency) | Every paragraph has sentences that vary in length. | Almost all paragraphs have sentences that vary in length. | Some sentences vary in length. | Sentences rarely vary in length. |
| Grammar & Spelling (Conventions) | Writer makes no errors in grammar or spelling that distract the reader from the content. | Writer makes 1-2 errors in grammar or spelling that distract the reader from the content. | Writer makes 3-4 errors in grammar or spelling that distract the reader from the content. | Writer makes more than 4 errors in grammar or spelling that distract the reader from the content. |
| Penmanship (Conventions) | Paper is neatly written or typed with no distracting corrections. | Paper is neatly written or typed with 1 or 2 distracting corrections (e.g. dark cross-outs; bumpy white-out, words written over). | The writing is generally readable, but the reader has to exert quite a bit of effort to figure out some of the words. | Many words are unreadable OR there are several distracting corrections. |

Writing Model 2

| CATEGORY | 4 | 3 | 2 | 1 |
|---|--|--|---|--|
| Commitment (Voice) | The writer successfully uses several reasons/appeals to try to show why the reader should care or want to know more about the topic. | The writer successfully uses one or two reasons/appeals to try to show why the reader should care or want to know more about the topic. | The writer attempts to make the reader care about the topic, but is not really successful. | The writer made no attempt to make the reader care about the topic. |
| Capitalization & Punctuation (Conventions) | Writer makes no errors in capitalization or punctuation, so the paper is exceptionally easy to read. | Writer makes 1 or 2 errors in capitalization or punctuation, but the paper is still easy to read. | Writer makes a few errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow. | Writer makes several errors in capitalization and/or punctuation that catch the reader's attention and greatly interrupt the flow. |
| Flow & Rhythm (Sentence Fluency) | All sentences sound natural and are easy-on-the-ear when read aloud. Each sentence is clear and has an obvious emphasis. | Almost all sentences sound natural and are easy-on-the-ear when read aloud, but 1 or 2 are stiff and awkward or difficult to understand. | Most sentences sound natural and are easy-on-the-ear when read aloud, but several are stiff and awkward or are difficult to understand. | The sentences are difficult to read aloud because they sound awkward, are distractingly repetitive, or difficult to understand. |
| Sentence Structure (Sentence Fluency) | All sentences are well-constructed with varied structure. | Most sentences are well-constructed with varied structure. | Most sentences are well-constructed but have a similar structure. | Sentences lack structure and appear incomplete or rambling. |

Writing Model 3

| CATEGORY | 4 | 3 | 2 | 1 |
|------------------------------------|--|---|---|---|
| Word Choice | Writer uses vivid words and phrases that linger or draw pictures in the reader's mind, and the choice and placement of the words seems accurate, natural and not forced. | Writer uses vivid words and phrases that linger or draw pictures in the reader's mind, but occasionally the words are used inaccurately or seem overdone. | Writer uses words that communicate clearly, but the writing lacks variety, punch or flair. | Writer uses a limited vocabulary that does not communicate strongly or capture the reader's interest. Jargon or commonplaces may be present and detract from the meaning. |
| Introduction (Organization) | The introduction is inviting, states the main topic and previews the structure of the paper. | The introduction clearly states the main topic and previews the structure of the paper, but is not particularly inviting to the reader. | The introduction states the main topic, but does not adequately preview the structure of the paper nor is it particularly inviting to the reader. | There is no clear introduction of the main topic or structure of the paper. |
| Sequencing (Organization) | Details are placed in a logical order and the way they are presented effectively keeps the interest of the reader. | Details are placed in a logical order, but the way in which they are presented/introduced sometimes makes the writing less interesting. | Some details are not in a logical or expected order, and this distracts the reader. | Many details are not in a logical or expected order. There is little sense that the writing is organized. |
| Transitions (Organization) | A variety of thoughtful transitions are used. They clearly show how ideas are connected. | Transitions clearly show how ideas are connected, but there is little variety. | Some transitions work well; but connections between other ideas are fuzzy. | The transitions between ideas are unclear or non-existent. |
| Accuracy of Facts (Content) | All supportive facts are reported accurately. | Almost all supportive facts are reported accurately. | Most supportive facts are reported accurately. | NO facts are reported OR most are inaccurately reported. |

Writing Model 4

| CATEGORY | 4 | 3 | 2 | 1 |
|--|--|--|--|--|
| Pacing (Organization) | The pacing is well-controlled. The writer knows when to slow down and elaborate, and when to pick up the pace and move on. | The pacing is generally well-controlled but the writer occasionally does not elaborate enough. | The pacing is generally well-controlled but the writer sometimes repeats the same point over and over, or spends too much time on details that don't matter. | The pacing often feels awkward to the reader. The writer elaborates when there is little need, and then leaves out necessary supporting information. |
| Adding Personality (Voice) | The writer seems to be writing from knowledge or experience. The author has taken the ideas and made them "his own." | The writer seems to be drawing on knowledge or experience, but there is some lack of ownership of the topic. | The writer relates some of his own knowledge or experience, but it adds nothing to the discussion of the topic. | The writer has not tried to transform the information in a personal way. The ideas and the way they are expressed seem to belong to someone else. |
| Recognition of Reader (Voice) | The reader's questions are anticipated and answered thoroughly and completely. | The reader's questions are anticipated and answered to some extent. | The reader is left with one or two questions. More information is needed to "fill in the blanks". | The reader is left with several questions. |
| Support for Topic (Content) | Relevant, telling, quality details give the reader important information that goes beyond the obvious or predictable. | Supporting details and information are relevant, but one key issue or portion of the storyline is unsupported. | Supporting details and information are relevant, but several key issues or portions of the storyline are unsupported. | Supporting details and information are typically unclear or not related to the topic. |
| Focus on Topic (Content) | There is one clear, well-focused topic. Main idea stands out and is supported by detailed information. | Main idea is clear but the supporting information is general. | Main idea is somewhat clear but there is a need for more supporting information. | The main idea is not clear. There is a seemingly random collection of information. |

WRITING TO INFORM

DIRECTIONS:

This form is designed to help you evaluate informative writing assignments. Read the statements below. Then indicate the number from the following scale that reflects your assessment of the student's work. To assess general writing skills, see the more generic rubric 'Writing Assignments'.

1 = Weak 2 = Moderately Weak 3 = Average 4 = Moderately Strong 5 = Strong

[illegible]

WRITING TO DESCRIBE

DIRECTIONS:

This form is designed to help you evaluate descriptive writing assignments. Read the statements below. Then indicate the number from the following scale that reflects your assessment of the student's work. To assess general writing skills, see the more generic rubric 'Writing Assignments'.

1 = Weak 2 = Moderately Weak 3 = Average 4 = Moderately Strong 5 = Strong

| Statement | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
| 1. The student clearly identifies the object or subject being described. | | | | | |
| 2. The student focuses on accurately re-creating the experience of observing the designated object or subject. | | | | | |
| 3. The student gives the context (time and place) in which the object or subject exists. | | | | | |
| 4. The student provides a variety of sensory details. | | | | | |
| 5. If appropriate, the student incorporates dialogue and action to demonstrate a subject's traits. | | | | | |
| 6. The student writes from the viewpoint of an observer rather than a participant. | | | | | |
| 7. The student recounts incidents in which the object or subject was involved. | | | | | |
| 8. The student conveys the significance of the subject or object. | | | | | |
| 9. The spelling, punctuation, and grammar on the writing assignment are accurate. | | | | | |
| 10. The writing assignment is neatly typed or handwritten. | | | | | |
| <p>Additional Comments:</p> | | | | | |
| <p>Total Points/Grade: _____</p> | | | | | |

WRITING TO CREATE

DIRECTIONS:

This form is designed to help you evaluate creative writing assignments. Read the statements below. Then indicate the number from the following scale that reflects your assessment of the student's work. To assess general writing skills, see the more generic rubric 'Writing Assignments'.

1 = Weak 2 = Moderately Weak 3 = Average 4 = Moderately Strong 5 = Strong

| Statement | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 1. The student opens the writing assignment in a way that grabs the audience's attention. | | | | | |
| 2. The student provides enough background information to help the audience understand the piece. | | | | | |
| 3. The student provides vivid sensory description. | | | | | |
| 4. The student provides relevant dialogue and action. | | | | | |
| 5. The student presents events in time order or in another order that the audience can follow. | | | | | |
| 6. If appropriate, the student focuses on a major conflict that motivates the characters. | | | | | |
| 7. The student incorporates sound devices and/or artistic techniques that enhance the piece. | | | | | |
| 8. The spelling, punctuation, and grammar on the writing assignment are accurate. | | | | | |
| 9. The writing assignment is neatly typed or handwritten. | | | | | |
| 10. The assignment concludes either in an aesthetically satisfying manner or in a way that resolves the piece's conflict. | | | | | |
| Additional Comments: | | | | | |
| Total Points/Grade: _____ | | | | | |

WRITING TO EXPRESS

DIRECTIONS:

This form is designed to help you evaluate expressive writing assignments. Read the statements below. Then indicate the number from the following scale that reflects your assessment of the student's work. To assess general writing skills, see the more generic rubric 'Writing Assignments'.

1 = Weak 2 = Moderately Weak 3 = Average 4 = Moderately Strong 5 = Strong

| Statement | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 1. The student introduces the topic or experience in a way that draws in the audience. | | | | | |
| 2. The student clearly states the topic or experience. | | | | | |
| 3. The student focuses on his/her personal thoughts and feelings about the topic or experience. | | | | | |
| 4. The student uses memorable sensory description in relaying specific details. | | | | | |
| 5. The student presents events in chronological order or in another order that the audience can follow. | | | | | |
| 6. If appropriate, the student compares his/her reactions to the topic or event to his/her reactions to another topic or event. | | | | | |
| 7. The student expresses the personal meaning or value of the topic or event. | | | | | |
| 8. The student concludes in a way that reiterates his/her attitude toward the topic or experience. | | | | | |
| 9. The spelling, grammar and punctuation on the written assignment are accurate. | | | | | |
| 10. The writing assignment is neatly typed or handwritten. | | | | | |
| Additional Comments: | | | | | |
| Total Points/Grade: _____ | | | | | |

NEWSPAPERS

DIRECTIONS:

This form is designed to help you evaluate student-created newspapers. Read the statements below. Then indicate the number from the following scale that reflects your assessment of the work.

1 = Weak 2 = Moderately Weak 3 = Average 4 = Moderately Strong 5 = Strong

| Statement | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 1. The newspaper has a masthead, date, and the names of all contributors. | | | | | |
| 2. Newspaper content is accurate, is appropriate to the unit, and appears to have been well researched. | | | | | |
| 3. News articles relate “who, what, when, where, and why.” | | | | | |
| 4. Photographs and art are appropriate to print content and include captions. | | | | | |
| 5. The newspaper is well organized, neat, and nicely executed. | | | | | |
| 6. The spelling, grammar and punctuation of all content are accurate | | | | | |
| 7. Each member of the group appears to have contributed to the development of the newspaper. | | | | | |
| 8. The newspaper shows an understanding of the unit of study and related topics and concepts. | | | | | |
| 9. The newspaper fulfils the requirements of the assignment. | | | | | |
| 10. The newspaper represents the group’s full potential. | | | | | |

Additional Comments:

Total Points/Grade:

RESUMÉS

DIRECTIONS:

This form is designed to help you evaluate student-created resumés. Read the statements below. Then indicate the number from the following scale that reflects your assessment of the student's work in this assignment.

1 = Weak 2 = Moderately Weak 3 = Average 4 = Moderately Strong 5 = Strong

| Statement | 1 | 2 | 3 | 4 | 5 |
|--|----------|----------|----------|----------|----------|
| 1. The resumé contains the name and age of the individual who is being profiled. | | | | | |
| 2. The resumé is well written. | | | | | |
| 3. The resumé covers the individual's contributions and life experiences to the period under study. | | | | | |
| 4. The resumé focuses on the contributions and experiences that are relevant to the topic or current unit of study. | | | | | |
| 5. The information contained in the resumé is accurate. | | | | | |
| 6. The content of the resumé shows a clear understanding of the individual's relationship to the topic or unit of study. | | | | | |
| 7. The resumé is neatly typed or handwritten. | | | | | |
| 8. The spelling, punctuation, and grammar in the resumé are accurate. | | | | | |
| 9. The resumé fully meets the requirements of the assignment. | | | | | |
| 10. The work represents the full potential of the writer. | | | | | |
| Additional Comments: | | | | | |
| | | | | | |
| Total Points/Grade: _____ | | | | | |

| Newspaper (WP) | | | | |
|--------------------------------|---|--|---|---|
| CATEGORY | 4 | 3 | 2 | 1 |
| Lay-out - Headlines & Captions | All articles have headlines that capture the reader's attention and accurately describe the content. All articles have a by-line. All graphics have captions that adequately describe the people and action in the graphic. | All articles have headlines that accurately describe the content. All articles have a by-line. All graphics have captions. | Most articles have headlines that accurately describe the content. All articles have a by-line. Most graphics have captions. | Articles are missing by-lines OR many articles do not have adequate headlines OR many graphics do not have captions. |
| Lay-out - Columns | Columns are neatly typed in the "justified" type style. There are adequate and consistent "gutters" between all columns and articles. A glance at the newspaper makes you think "professional." | Columns are neatly typed. There are adequate and consistent "gutters" between all columns and articles. A glance at the newspaper makes you think "fairly professional." | Columns are typed. There are adequate "gutters" between most columns and articles. It is easy to read, but looks somewhat non-professional. | Columns are not neatly typed and/or "gutters" are not adequate, so newspaper is somewhat difficult to read. |
| Lay-out - Flag | The name of the newspaper is centred and is in a font that makes it stand out from other content. The date and edition of the newspaper appear below the name in a smaller font. | The name of the newspaper is in a font that makes it stand out from other content. The date and edition of the newspaper appear below the name in a smaller font. | The name of the newspaper is in a font that makes it stand out from other content. Either the date or the edition number of the newspaper appears below the name in a smaller font. | The name of the newspaper does not stand out OR both the name and edition of the newspaper are missing on one or more pages. |
| Contributions of Group Members | Each person in the group has contributed at least two articles and one graphic without prompting from teachers or peers. | Each person in the group has contributed at least one article and one graphic with a few reminders from peers. | Each person in the group has contributed at least one article with some minimal assistance from peers. | One or more students in the group required quite a lot of assistance from peers before contributing one article. |
| Knowledge Gained | All students in the group can accurately answer all questions related to a) stories in the newspaper and b) technical processes used to create the newspaper. | All students in the group can accurately answer most questions related to a) stories in the newspaper and b) technical processes used to create the newspaper. | Most students in the group can accurately answer most questions related to a) stories in the newspaper and b) technical processes used to create the newspaper. | Several students in the group appear to have little knowledge about the facts and the technical processes used for the newspaper. |
| Spelling and Proofreading | No spelling or grammar errors remain after one or more people (in addition to the typist) read and correct the newspaper. | No more than a couple of spelling or grammar errors remain after one or more people (in addition to the typist) read and correct the newspaper. | No more than 3 spelling or grammar errors remain after one or more people (in addition to the typist) read and correct the newspaper. | Several spelling or grammar errors remain in the final copy of the newspaper. |

| Newspaper (WP) | | | | |
|-------------------------------|---|--|---|---|
| CATEGORY | 4 | 3 | 2 | 1 |
| Articles - Purpose | 90-100% of the articles establish a clear purpose in the lead paragraph and demonstrate a clear understanding of the topic. | 85-89% of the articles establish a clear purpose in the lead paragraph and demonstrate a clear understanding of the topic. | 75-84% of the articles establish a clear purpose in the lead paragraph and demonstrate a clear understanding of the topic. | Less than 75% of the articles establish a clear purpose in the lead paragraph and demonstrate a clear understanding of the topic. |
| Articles - Supporting Details | The details in the articles are clear, effective, and vivid 80-100% of the time. | The details in the articles are clear and pertinent 90-100% of the time. | The details in the articles are clear and pertinent 75-89% of the time. | The details in more than 25% of the articles are neither clear nor pertinent. |
| Graphics | Graphics are in focus, are well-cropped and are clearly related to the articles they accompany. | Graphics are in focus and are clearly related to the articles they accompany. | 80-100% of the graphics are clearly related to the articles they accompany. | More than 20% of the graphics are not clearly related to the articles OR no graphics were used. |
| Who, What, When, Where & How | All articles adequately address the 5 W's (who, what, when, where and how). | 90-99% of the articles adequately address the 5 W's (who, what, when, where and how). | 75-89% of the articles adequately address the 5 W's (who, what, when, where and how). | Less than 75% of the articles adequately address the 5 W's (who, what, when, where, and how). |
| Requirements | All of the required content was present. | Almost all the required content was present. | At least 75% of the required content was present. | Less than 75% of the required content was present. |
| Articles - Interest | The articles contain facts, figures, and/or word choices that make the articles exceptionally interesting to readers. | The articles contain facts, figures, and/or word choices that make the articles interesting to readers. | The article contains some facts or figures but is marginally interesting to read. | The article does not contain facts or figures that might make it interesting to read. |
| Editorials - Worthwhile | The information was accurate and there was a clear reason for including the editorial in the newspaper. | The information was accurate and there was a fairly good reason for including the editorial in the newspaper. | The information was occasionally inaccurate or misleading, but there was a clear reason for including the editorial in the newspaper. | The information was typically inaccurate, misleading or libellous. |
| Use of Primary Sources | Reading of primary source material was thorough. | Reading of primary source material was fairly thorough. | Reading of primary source material was incomplete. | Reading of primary source material was not done. |

DIRECTIONS:

This form is de

1 = Weak 2 = Moderately Weak 3 = Average 4 = Moderately Strong 5 = Strong

1 = Weak 2 = Moderately Weak 3 = Average 4 = Moderately Strong 5 = Strong

Additional Comments:

Total Points/Grade: _____

Letter-Writing 1

| CATEGORY | 4 | 3 | 2 | 1 |
|---|---|--|--|---|
| Sentences & Paragraphs | Sentences and paragraphs are complete, well-constructed and of varied structure. | All sentences are complete and well-constructed (no fragments, no run-ons). Paragraphing is generally done well. | Most sentences are complete and well-constructed. Paragraphing needs some work. | Many sentence fragments or run-on sentences OR paragraphing needs lots of work. |
| Salutation and Closing | Salutation and closing have no errors in capitalization and punctuation. | Salutation and closing have 1-2 errors in capitalization and punctuation. | Salutation and closing have 3 or more errors in capitalization and punctuation. | Salutation and/or closing are missing. |
| Grammar & spelling (conventions) | Writer makes no errors in grammar or spelling. | Writer makes 1-2 errors in grammar and/or spelling. | Writer makes 3-4 errors in grammar and/or spelling | Writer makes more than 4 errors in grammar and/or spelling. |
| Ideas | Ideas were expressed in a clear and organized fashion. It was easy to figure out what the letter was about. | Ideas were expressed in a pretty clear manner, but the organization could have been better. | Ideas were somewhat organized, but were not very clear. It took more than one reading to figure out what the letter was about. | The letter seemed to be a collection of unrelated sentences. It was very difficult to figure out what the letter was about. |
| Length | The letter is 10 or more sentences. | The letter is 8-9 sentences. | The letter is 5-7 sentences. | The letter is less than 5 sentences. |

Letter-Writing 2

| CATEGORY | 4 | 3 | 2 | 1 |
|---------------------------------------|--|---|---|--|
| Capitalization and Punctuation | Writer makes no errors in capitalization and punctuation. | Writer makes 1-2 errors in capitalization and punctuation. | Writer makes 3-4 errors in capitalization and punctuation. | Writer makes more than 4 errors in capitalization and punctuation. |
| Neatness | Letter is typed, clean, not wrinkled, and is easy to read with no distracting error corrections. It was done with pride. | Letter is neatly hand-written, clean, not wrinkled, and is easy to read with no distracting error corrections. It was done with care. | Letter is typed and is crumpled or slightly stained. It may have 1-2 distracting error corrections. It was done with some care. | Letter is typed and looks like it had been shoved in a pocket or locker. It may have several distracting error corrections. It looks like it was done in a hurry or stored improperly. |
| Format | Complies with all the requirements for a friendly letter. | Complies with almost all the requirements for a friendly letter. | Complies with several of the requirements for a friendly letter. | Complies with less than 75% of the requirements for a friendly letter. |
| Content Accuracy | The letter contains at least 5 accurate facts about the topic. | The letter contains 3-4 accurate facts about the topic. | The letter contains 1-2 accurate facts about the topic. | The letter contains no accurate facts about the topic. |
| Envelope | Complete, accurate return address and recipient address. Addresses in correct positions. | Complete, accurate return address and recipient address. Position may be slightly off. | 1-2 errors in return address. Recipient address is correct. | Addresses are incomplete and/or inaccurate. |

PERSONAL LETTERS

DIRECTIONS:

This form is designed to help you evaluate student-created personal letters. Read the statements below. Then indicate the number from the following scale that reflects your assessment of the student's work.

1 = Weak 2 = Moderately Weak 3 = Average 4 = Moderately Strong 5 = Strong

[illegible]

JOURNALS

DIRECTIONS:

This form is designed to help you evaluate journal-entry assignments. Read the statements below. Then indicate the number from the following scale that reflects your assessment of the student's work in this assignment.

1 = Weak 2 = Moderately Weak 3 = Average 4 = Moderately Strong 5 = Strong

| Statement | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
| 1. The topic of the journal entry meets the requirements of the assignment. | | | | | |
| 2. The journal entry covers different aspects of the individual's life that show understanding of the period in which he or she lived. | | | | | |
| 3. The journal entry describes the individual's surroundings so that his or her life situation can be understood. | | | | | |
| 4. The journal entry shows the personal meaning or value of the topic or event for the individual. | | | | | |
| 5. If appropriate, the journal entry expresses a firm opinion, along with supporting reasons. | | | | | |
| 6. The organization of the journal entry is clear and easy to follow. | | | | | |
| 7. The journal entry is well written and the content flows smoothly from one idea to the next. | | | | | |
| 8. The spelling, punctuation, and grammar in the journal entry are accurate. | | | | | |
| 9. The journal entry is neatly typed or handwritten. | | | | | |
| 10. Overall, the work represents the student's full potential. | | | | | |
| Additional Comments: | | | | | |
| | | | | | |
| Total Points/Grade: _____ | | | | | |

LETTERS TO EDITORS

DIRECTIONS:

This form is designed to help you evaluate letters to the editor assignments. Read the statements below. Then indicate the number from the following scale that reflects your assessment of the student's work.

1 = Weak 2 = Moderately Weak 3 = Average 4 = Moderately Strong 5 = Strong

| Statement | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 1. The letter has a heading, greeting, introduction, body, closure, and signature. | | | | | |
| 2. Each paragraph in the letter starts with a topic sentence. | | | | | |
| 3. The organization of the letter is clear and easy to follow. | | | | | |
| 4. The letter clearly states the student's opinion. | | | | | |
| 5. The letter is persuasive and provides facts, reasons, and evidence supporting the opinion. | | | | | |
| 6. The letter is concise and well written. | | | | | |
| 7. The letter is neatly typed or handwritten. | | | | | |
| 8. The spelling, punctuation, and grammar in the letter are accurate. | | | | | |
| 9. The letter's content fulfills all the requirements of the assignment. | | | | | |
| 10. Overall, the work represents the student's full potential. | | | | | |
| Additional Comments: | | | | | |
| Total Points/Grade: _____ | | | | | |

BUSINESS LETTERS

<http://www.webenglishteacher.com/letters.html>

DIRECTIONS:

This form is designed to help you evaluate student-created business letters. Read the statements below. Then indicate the number from the following scale that reflects your assessment of the student's work.

1 = Weak 2 = Moderately Weak 3 = Average 4 = Moderately Strong 5 = Strong

[illegible]

Brochure 1

| CATEGORY | 4 | 3 | 2 | 1 |
|------------------------------------|---|---|---|---|
| Writing - Organization | Each section in the brochure has a clear beginning, middle, and end. | Almost all sections of the brochure have a clear beginning, middle and end. | Most sections of the brochure have a clear beginning, middle and end. | Less than half of the sections of the brochure have a clear beginning, middle and end. |
| Writing - Grammar | There are no grammatical mistakes in the brochure. | There are no grammatical mistakes in the brochure after feedback from an adult. | There are 1-2 grammatical mistakes in the brochure even after feedback from an adult. | There are several grammatical mistakes in the brochure even after feedback from an adult. |
| Spelling & Proofreading | No spelling errors remain after one person other than the typist reads and corrects the brochure. | No more than 1 spelling error remains after one person other than the typist reads and corrects the brochure. | No more than 3 spelling errors remain after one person other than the typist reads and corrects the brochure. | Several spelling errors in the brochure. |
| Writing - Vocabulary | The authors correctly use several new words and define words unfamiliar to the reader. | The authors correctly use a few new words and define words unfamiliar to the reader. | The authors try to use some new vocabulary, but may use 1-2 words incorrectly. | The authors do not incorporate new vocabulary. |
| Writing - Mechanics | Capitalization and punctuation are correct throughout the brochure. | Capitalization and punctuation are correct throughout the brochure after feedback from an adult. | There are 1-2 capitalization and/or punctuation errors in the brochure even after feedback from an adult. | There are several capitalization or punctuation errors in the brochure even after feedback from an adult. |

Brochure 2

| CATEGORY | 4 | 3 | 2 | 1 |
|--|--|---|--|--|
| Content - Accuracy | All facts in the brochure are accurate. | 99-90% of the facts in the brochure are accurate. | 89-80% of the facts in the brochure are accurate. | Fewer than 80% of the facts in the brochure are accurate. |
| Attractiveness & Organization | The brochure has exceptionally attractive formatting and well-organized information. | The brochure has attractive formatting and well-organized information. | The brochure has well-organized information. | The brochure's formatting and organization of material are confusing to the reader. |
| Sources | Careful and accurate records are kept to document the source of 95-100% of the facts and graphics in the brochure. | Careful and accurate records are kept to document the source of 94-85% of the facts and graphics in the brochure. | Careful and accurate records are kept to document the source of 84-75% of the facts and graphics in the brochure. | Sources are not documented accurately or are not kept on many facts and graphics. |
| Knowledge Gained | All students in the group can accurately answer all questions related to facts in the brochure and to technical processes used to create the brochure. | All students in the group can accurately answer most questions related to facts in the brochure and to technical processes used to create the brochure. | Most students in the group can accurately answer most questions related to facts in the brochure and to technical processes used to create the brochure. | Several students in the group appear to have little knowledge about the facts or technical processes used in the brochure. |
| Graphics/Pictures | Graphics go well with the text and there is a good mix of text and graphics. | Graphics go well with the text, but there are so many that they distract from the text. | Graphics go well with the text, but there are too few and the brochure seems "text-heavy". | Graphics do not go with the accompanying text or appear to be randomly chosen. |

STORY- Writing 1

| CATEGORY | 4 | 3 | 2 | 1 |
|---------------------------------|--|---|---|--|
| Introduction | First paragraph has a "grabber" or catchy beginning. | First paragraph has a weak "grabber". | A catchy beginning was attempted but was confusing rather than catchy. | No attempt was made to catch the reader's attention in the first paragraph. |
| Neatness | The final draft of the story is readable, clean, neat and attractive. It is free of erasures and crossed-out words. It looks like the author took great pride in it. | The final draft of the story is readable, neat and attractive. It may have one or two erasures, but they are not distracting. It looks like the author took some pride in it. | The final draft of the story is readable and some of the pages are attractive. It looks like parts of it might have been done in a hurry. | The final draft is not neat or attractive. It looks like the student just wanted to get it done and didn't care what it looked like. |
| Focus on Assigned Topic | The entire story is related to the assigned topic and allows the reader to understand much more about the topic. | Most of the story is related to the assigned topic. The story wanders off at one point, but the reader can still learn something about the topic. | Some of the story is related to the assigned topic, but a reader does not learn much about the topic. | No attempt has been made to relate the story to the assigned topic. |
| Organization | The story is very well organized. One idea or scene follows another in a logical sequence with clear transitions. | The story is pretty well organized. One idea or scene may seem out of place. Clear transitions are used. | The story is a little hard to follow. The transitions are sometimes not clear. | Ideas and scenes seem to be randomly arranged. |
| Spelling and Punctuation | There are no spelling or punctuation errors in the final draft. Character and place names that the author invented are spelled consistently throughout. | There is one spelling or punctuation error in the final draft. | There are 2-3 spelling and punctuation errors in the final draft. | The final draft has more than 3 spelling and punctuation errors. |
| Accuracy of Facts | All facts presented in the story are accurate. | Almost all facts presented in the story are accurate. | Most facts presented in the story are accurate (at least 70%). | There are several factual errors in the story. |
| Solution/Resolution | The solution to the character's problem is easy to understand, and is logical. There are no loose ends. | The solution to the character's problem is easy to understand, and is somewhat logical. | The solution to the character's problem is a little hard to understand. | No solution is attempted or it is impossible to understand. |
| Creativity | The story contains many creative details and/or descriptions that contribute to the reader's enjoyment. The author has really used his imagination. | The story contains a few creative details and/or descriptions that contribute to the reader's enjoyment. The author has used his imagination. | The story contains a few creative details and/or descriptions, but they distract from the story. The author has tried to use his imagination. | There is little evidence of creativity in the story. The author does not seem to have used much imagination. |

STORY- Writing 2

| CATEGORY | 4 | 3 | 2 | 1 |
|-------------------------|---|--|--|--|
| Setting | Many vivid, descriptive words are used to tell when and where the story took place. | Some vivid, descriptive words are used to tell the audience when and where the story took place. | The reader can figure out when and where the story took place, but the author didn't supply much detail. | The reader has trouble figuring out when and where the story took place. |
| Action | Several action verbs (active voice) are used to describe what is happening in the story. The story seems exciting! | Several action verbs are used to describe what is happening in the story, but the word choice doesn't make the story as exciting as it could be. | A variety of verbs (passive voice) are used and describe the action accurately but not in a very exciting way. | Little variety seen in the verbs that are used. The story seems a little boring. |
| Dialogue | There is an appropriate amount of dialogue to bring the characters to life and it is always clear which character is speaking. | There is too much dialogue in this story, but it is always clear which character is speaking. | There is not quite enough dialogue in this story, but it is always clear which character is speaking. | It is not clear which character is speaking. |
| Problem/Conflict | It is very easy for the reader to understand the problem the main characters face and why it is a problem. | It is fairly easy for the reader to understand the problem the main characters face and why it is a problem. | It is fairly easy for the reader to understand the problem the main characters face but it is not clear why it is a problem. | It is not clear what problem the main characters face. |
| Requirements | All of the written requirements (# of pages, # of graphics, type of graphics, etc.) were met. | Almost all (about 90%) the written requirements were met. | Most (about 75%) of the written requirements were met, but several were not. | Many requirements were not met. |
| Illustrations | Original illustrations are detailed, attractive, creative and relate to the text on the page. | Original illustrations are somewhat detailed, attractive, and relate to the text on the page. | Original illustrations relate to the text on the page. | Illustrations are not present OR they are not original. |
| Title Page | Title page has a graphic or fancy lettering, has the title, author's name, illustrator's name, and the year. | Title page has the title, author's name, illustrator's name, and the year. | Title page has the 3 of the 4 required elements. | Title page has fewer than 3 of the required elements. |
| Characters | The main characters are named and clearly described in text as well as pictures. Most readers could describe the characters accurately. | The main characters are named and described. Most readers would have some idea of what the characters looked like. | The main characters are named. The reader knows very little about the characters. | It is hard to tell who the main characters are. |
| Title | Title is creative, sparks interest and is related to the story and topic. | Title is related to the story and topic. | Title is present, but does not appear to be related to the story and topic. | No title. |

Short Story Writing : story elements

| CATEGORY | 4 | 3 | 2 | 1 |
|--------------------------------------|--|--|--|---|
| Does the memoir have a focus? | The story is very well organized. One idea or scene follows another in a logical sequence with clear transitions. From the interesting lead to the dramatic resolution, the story makes sense! | The story is pretty well organized. One idea or scene may seem out of place. Clear transitions are used. Although the lead isn't the most fascinating in the world, the story basically makes sense. | The story is a little hard to follow. The transitions are sometimes not clear. The lead is fairly weak, and the story at times does not make sense. | Ideas and scenes seem to be randomly arranged. The story does not make sense. |
| Is this memoir meaningful? | The main characters are named and clearly described and the main character obviously undergoes a change. Most readers could describe the characters accurately. | The main characters are named and described. The main character seems to change, but the change is not all that obvious. Most readers would have some idea of what the characters looked like. | The main characters are named. The main character may or may not change, it is difficult to tell. The reader knows very little about the characters. | It is hard to tell who the main characters are all characters are static. |
| Story elements | The climax is intense and interesting, and the resolution to the character's problem is easy to understand, and is logical. There are no loose ends. | The climax is fairly interesting and the resolution to the character's problem is easy to understand, and is somewhat logical. | It's a little difficult to tell where the climax really is, and the resolution to the character's problem is a little hard to understand. | There does not seem to be a climax, and the resolution makes very little sense. |
| Language Use | Many vivid, descriptive words are used to tell when and where the story took place. | Some vivid, descriptive words are used to tell the audience when and where the story took place. | The reader can figure out when and where the story took place, but the author didn't supply much detail. | The reader has trouble figuring out when and where the story took place. |
| Conventions | There is an appropriate amount of dialogue to bring the characters to life and it is always clear which character is speaking. | There is too much dialogue in this story, but it is always clear which character is speaking. | There is not quite enough dialogue in this story, but it is always clear which character is speaking. | It is not clear which character is sp |

Story Writing

| CATEGORY | 4 | 3 | 2 | 1 |
|---------------------------------|---|--|---|--|
| Spelling and Punctuation | There are no spelling or punctuation errors in the final draft. Character and place names that the author invented are spelled consistently throughout. | There is one spelling or punctuation error in the final draft. | There are 2-3 spelling and punctuation errors in the final draft. | The final draft has more than 3 spelling and punctuation errors. |
| Problem/Conflict | It is very easy for the reader to understand the problem the main characters face and why it is a problem. | It is fairly easy for the reader to understand the problem the main characters face and why it is a problem. | It is fairly easy for the reader to understand the problem the main characters face but it is not clear why it is a problem. | It is not clear what problem the main characters face. |
| Creativity | The story contains many creative details and/or descriptions that contribute to the reader's enjoyment. The author has really used his imagination. | The story contains a few creative details and/or descriptions that contribute to the reader's enjoyment. The author has used his imagination. | The story contains a few creative details and/or descriptions, but they distract from the story. The author has tried to use his imagination. | There is little evidence of creativity in the story. The author does not seem to have used much imagination. |
| Writing Process | Student devotes a lot of time and effort to the writing process (prewriting, drafting, reviewing, and editing). Works hard to make the story of high quality. | Student devotes sufficient time and effort to the writing process (prewriting, drafting, reviewing, and editing). Works and gets the job done. | Student devotes some time and effort to the writing process but was not very thorough. Does enough to get by. | Student devotes little time and effort to the writing process. Doesn't seem to care |

Adventure Story Writing

| CATEGORY | 4 | 3 | 2 | 1 |
|---------------------------------|---|--|--|--|
| Characters | The main characters are named and clearly described in text as well as pictures. Most readers could describe the characters accurately. | The main characters are named and described. Most readers would have some idea of what the characters looked like. | The main characters are named. The reader knows very little about the characters. | It is hard to tell who the main characters are. |
| Setting | Many vivid, descriptive words are used to tell when and where the story took place. | Some vivid, descriptive words are used to tell the audience when and where the story took place. | The reader can figure out when and where the story took place, but the author didn't supply much detail. | The reader has trouble figuring out when and where the story took place. |
| Action | Many action verbs (active voice) are used to describe what is happening in the story. The story seems exciting! | Several action verbs are used to describe what is happening in the story, but the word choice doesn't make the story as exciting as it could be. | A variety of verbs (passive voice) are used and describe the action accurately but not in a very exciting way. | Little variety seen in the verbs that are used. The story seems a little boring. |
| Problem /Conflict | It is very easy for the reader to understand the problem the main characters face and why it is a problem. | It is fairly easy for the reader to understand the problem the main characters face and why it is a problem. | It is fairly easy for the reader to understand the problem the main characters face but it is not clear why it is a problem. | It is not clear what problem the main characters face. |
| Spelling and Punctuation | There are no spelling or punctuation errors in the final draft. Character and place names that the author invented are spelled consistently throughout. | There is one spelling or punctuation error in the final draft. | There are 2-3 spelling and punctuation errors in the final draft. | The final draft has more than 3 spelling and punctuation errors. |

POEMS AND SONGS

DIRECTIONS:

This form is designed to help you evaluate student-created poems and songs. Read the statements below. Then indicate the number from the following scale that reflects your assessment of the student's work.

1 = Weak 2 = Moderately Weak 3 = Average 4 = Moderately Strong 5 = Strong

| Statement | 1 | 2 | 3 | 4 | 5 |
|--|----------|----------|----------|----------|----------|
| 1. The content of the poem or song fulfils all the requirements of the assignment. | | | | | |
| 2. The organization of the poem or song is clear and easy to follow. | | | | | |
| 3. The poem or song is descriptive, expressive, and creative. | | | | | |
| 4. The contents of the poem or song demonstrate an understanding of the appropriate events, concepts, or topics. | | | | | |
| 5. The poem or song is well written. | | | | | |
| 6. For songs: the lyrics and tune go together well. | | | | | |
| 7. The spelling, punctuation, and grammar in the poem or song are accurate. | | | | | |
| 8. The poem or song is neatly typed or handwritten. | | | | | |
| 9. The student did a good job in presenting the poem or song to the class. | | | | | |
| 10. Overall, the work represents the student's full potential. | | | | | |
| Additional Comments: | | | | | |
| | | | | | |
| Total Points/Grade: _____ | | | | | |

Public awareness campaign

| CATEGORY | 4 | 3 | 2 | 1 |
|----------------------------------|---|--|--|--|
| Brainstorming - Problems | Students identify more than 4 reasonable, insightful barriers/problems that need to change. | Students identify at least 4 reasonable, insightful barriers/problems that need to change. | Students identify at least 3 reasonable, insightful barriers/problems that need to change. | Students identify fewer than 3 reasonable, insightful barriers/problems that need to change. |
| Brainstorming - Solutions | Students identify more than 4 reasonable, insightful possible solutions/strategies to encourage change. | Students identify at least 4 reasonable, insightful possible solutions/strategies to encourage change. | Students identify at least 3 reasonable, insightful possible solutions/strategies to encourage change. | Students identify fewer than 3 reasonable, insightful possible solutions/strategies to encourage change. |
| Research/Statistical Data | Students include 4 or more high-quality examples or pieces of data to support their campaign. | Students include at least 3 high-quality examples or pieces of data to support their campaign. | Students include at least 2 high-quality examples or pieces of data to support their campaign. | Students include fewer than 2 high-quality examples or pieces of data to support their campaign. |
| Campaign/Product | Students create an original, accurate and interesting product that adequately addresses the issue. | Students create an accurate product that adequately addresses the issue. | Students create an accurate product but it does not adequately address the issue. | The product is not accurate. |
| Sources - Quality | Students include 4 or more high quality sources. | Students include 2-3 high quality sources . | Students include 2-3 sources but some of are questionable quality. | Students include fewer than 2 sources. |
| Sources-Citation | Information in all source citations is correct and in the format assigned. | Information in all source citations is correct but there are minor errors in formatting. | Information in almost all source citations is correct AND there are minor errors in formatting. | The information is often incorrect OR there are major errors in formatting |

Making a GAME

| CATEGORY | 4 | 3 | 2 | 1 |
|----------------------------|--|--|--|--|
| Knowledge Gained | All students in group could easily and correctly state several facts about the topic used for the game without looking at the game. | All students in the group could easily and correctly state 1-2 facts about the topic used for the game without looking at the game. | Most students in the group could easily and correctly state 1-2 facts about the topic used for the game without looking at the game. | Several students in the group could NOT correctly state facts about the topic used for the game without looking at the game. |
| Accuracy of Content | All information cards made for the game are correct. | All but one of the information cards made for the game are correct. | All but two of the information cards made for the game are correct. | Several information cards made for the game are not accurate. |
| Attractiveness | Contrasting colours and at least 3 original graphics were used to give the cards and game board visual appeal. | Contrasting colours and at least 1 original graphic were used to give the cards and game board visual appeal. | Contrasting colours and "borrowed" graphics were used to give the cards and game board visual appeal. | Little or no colour or fewer than 3 graphics were included. |
| Rules | Rules were written clearly enough that all could easily participate. | Rules were written, but one part of the game needed slightly more explanation. | Rules were written, but people had some difficulty figuring out the game. | The rules were not written. |
| Cooperative work | The group worked well together with all members contributing significant amounts of quality work. | The group generally worked well together with all members contributing some quality work. | The group worked fairly well together with all members contributing some work. | The group often did not work well together and the game appeared to be the work of only 1-2 students in the group. |
| Creativity | The group put a lot of thought into making the game interesting and fun to play as shown by creative questions, game pieces and/or game board. | The group put some thought into making the game interesting and fun to play by using textures, fancy writing, and/or interesting characters. | The group tried to make the game interesting and fun, but some of the things made it harder to understand/enjoy the game. | Little thought was put into making the game interesting or fun |

POSTERS

DIRECTIONS:

This form is designed to help you evaluate student-created posters. Read the statements below. Then indicate the number from the following scale that reflects your assessment of the student's or group's work.

1 = Weak 2 = Moderately Weak 3 = Average 4 = Moderately Strong 5 = Strong

| Statement | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 1. The poster contains appropriate items and information. | | | | | |
| 2. The poster is clean and neat, and the information on it is well organized. | | | | | |
| 3. The poster is colourful and creative. | | | | | |
| 4. The spelling, punctuation, and grammar of any text on the poster are accurate. | | | | | |
| 5. Any artwork on the poster is appropriate and carefully executed. | | | | | |
| 6. The information on the poster is appropriate to the topic. | | | | | |
| 7. The poster shows an understanding of the topic and related concepts. | | | | | |
| 8. The poster fulfils the requirements of the assignment. | | | | | |
| 9. The student or group did a good job presenting the poster to the class. | | | | | |
| 10. Overall, the final result represents the student's or group's full potential. | | | | | |
| Additional Comments: | | | | | |
| Total Points/Grade: _____ | | | | | |

Making a POSTER 1

| CATEGORY | 4 | 3 | 2 | 1 |
|-------------------------------|---|--|---|---|
| Use of Class Time | Used time well during each class period. Focused on getting the project done. Never distracted others. | Used time well during each class period. Usually focused on getting the project done and never distracted others. | Used some of the time well during each class period. There was some focus on getting the project done but occasionally distracted others. | Did not use class time to focus on the project OR often distracted others. |
| Graphics -Clarity | Graphics are all in focus and the content easily viewed and identified from 6 ft. away. | Most graphics are in focus and the content easily viewed and identified from 6 ft. away. | Most graphics are in focus and the content is easily viewed and identified from 4 ft. away. | Many graphics are not clear or are too small. |
| Graphics - Originality | Several of the graphics used on the poster reflect a exceptional degree of student creativity in their creation and/or display. | One or two of the graphics used on the poster reflect student creativity in their creation and/or display. | The graphics are made by the student, but are based on the designs or ideas of others. | No graphics made by the student are included. |
| Graphics - Relevance | All graphics are related to the topic and make it easier to understand. All borrowed graphics have a source citation. | All graphics are related to the topic and most make it easier to understand. All borrowed graphics have a source citation. | All graphics relate to the topic. Most borrowed graphics have a source citation. | Graphics do not relate to the topic OR several borrowed graphics do not have a source citation. |
| Labels | All items of importance on the poster are clearly labelled with labels that can be read from at least 3 ft. away. | Almost all items of importance on the poster are clearly labelled with labels that can be read from at least 3 ft. away. | Several items of importance on the poster are clearly labelled with labels that can be read from at least 3 ft. away. | Labels are too small to view OR no important items were labelled. |
| Required Elements | The poster includes all required elements as well as additional information. | All required elements are included on the poster. | All but 1 of the required elements are included on the poster. | Several required elements were missing. |

Making a POSTER 2

| CATEGORY | 4 | 3 | 2 | 1 |
|---------------------------|---|--|--|---|
| Knowledge Gained | Student can accurately answer all questions related to facts in the poster and processes used to create the poster. | Student can accurately answer most questions related to facts in the poster and processes used to create the poster. | Student can accurately answer about 75% of questions related to facts in the poster and processes used to create the poster. | Student appears to have insufficient knowledge about the facts or processes used in the poster. |
| Content - Accuracy | At least 7 accurate facts are displayed on the poster. | 5-6 accurate facts are displayed on the poster. | 3-4 accurate facts are displayed on the poster. | Less than 3 accurate facts are displayed on the poster. |
| Attractiveness | The poster is exceptionally attractive in terms of design, layout, and neatness. | The poster is attractive in terms of design, layout and neatness. | The poster is acceptably attractive though it may be a bit messy. | The poster is distractingly messy or very poorly designed. It is not attractive. |
| Title | Title can be read from 6 ft. away and is quite creative. | Title can be read from 6 ft. away and describes content well. | Title can be read from 4 ft. away and describes the content well. | The title is too small and/or does not describe the content of the poster well. |
| Mechanics | Capitalization and punctuation are correct throughout the poster. | There is 1 error in capitalization or punctuation. | There are 2 errors in capitalization or punctuation. | There are more than 2 errors in capitalization or punctuation. |
| Grammar | There are no grammatical mistakes on the poster. | There is 1 grammatical mistake on the poster. | There are 2 grammatical mistakes on the poster. | There are more than 2 grammatical mistakes on the poster. |

WRITING TO PERSUADE

DIRECTIONS:

This form is designed to help you evaluate persuasive writing assignments. Read the statements below. Then indicate the number from the following scale that reflects your assessment of the student's work. To assess general writing skills, see the more generic rubric Writing Assignments.

1 = Weak 2 = Moderately Weak 3 = Average 4 = Moderately Strong 5 = Strong

| Statement | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
| 1. The student introduces the topic in a clear, lively, and interesting fashion. | | | | | |
| 2. The student expresses a firm opinion, along with supporting reasons, in a single sentence. | | | | | |
| 3. The student establishes criteria or standards upon which his/her opinion is based. | | | | | |
| 4. The student supports the opinion with identifiable reasons and concrete evidence. | | | | | |
| 5. The student takes into account the point of view of the audience being addressed. | | | | | |
| 6. The student acknowledges opposing viewpoints and addresses contradictory evidence. | | | | | |
| 7. If appropriate, the student proposes one or more solutions to a presented problem. | | | | | |
| 8. The student concludes with a restatement of the expressed opinion that encourages either agreement or action from the audience. | | | | | |
| 9. The spelling, punctuation, and grammar on the writing assignment are accurate. | | | | | |
| 10. The writing assignment is neatly typed or handwritten. | | | | | |
| Additional Comments: | | | | | |
| Total Points/Grade: _____ | | | | | |

Persuasive ESSAY 1

| CATEGORY | 4 Above Standards | 3 Meets Standards | 2 Approaching Standards | 1 Below Standards |
|-------------------------------|---|--|--|--|
| Attention Grabber | The introductory paragraph has a strong hook or attention grabber that is appropriate for the audience. This could be a strong statement, a relevant quotation, statistic, or question addressed to the reader. | The introductory paragraph has a hook or attention grabber, but it is weak, rambling or inappropriate for the audience. | The author has an interesting introductory paragraph but the connection to the topic is not clear. | The introductory paragraph is not interesting AND is not relevant to the topic. |
| Position Statement | The position statement provides a clear, strong statement of the author's position on the topic. | The position statement provides a clear statement of the author's position on the topic. | A position statement is present, but does not make the author's position clear. | There is no position statement. |
| Focus Thesis Statement | The thesis statement names the topic of the essay and outlines the main points to be discussed. | The thesis statement names the topic of the essay. | The thesis statement outlines some or all of the main points to be discussed but does not name the topic. | The thesis statement does not name the topic AND does not preview what will be discussed. |
| Support for Position | Includes 3 or more pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement. The writer anticipates the reader's concerns, biases or arguments and has provided at least 1 counter-argument. | Includes 3 or more pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement. | Includes 2 pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement. | Includes 1 or fewer pieces of evidence (facts, statistics, examples, real-life experiences). |
| Evidence and Examples | All of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position. | Most of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position. | At least one of the pieces of evidence and examples is relevant and has an explanation that shows how that piece of evidence supports the author's position. | Evidence and examples are NOT relevant AND/OR are not explained. |

Persuasive ESSAY 2

| CATEGORY | 4 - Above Standard | 3 - Meets Standards | 2 - Approaching Standards | 1 - Below Standards |
|-----------------------------------|---|---|---|--|
| Accuracy | All supportive facts and statistics are reported accurately. | Almost all supportive facts and statistics are reported accurately. | Most supportive facts and statistics are reported accurately. | Most supportive facts and statistics were inaccurately reported. |
| Sequencing | Arguments and support are provided in a logical order that makes it easy and interesting to follow the author's train of thought. | Arguments and support are provided in a fairly logical order that makes it reasonably easy to follow the author's train of thought. | A few of the support details or arguments are not in an expected or logical order, distracting the reader and making the essay seem a little confusing. | Many of the support details or arguments are not in an expected or logical order, distracting the reader and making the essay seem very confusing. |
| Transitions | A variety of thoughtful transitions are used. They clearly show how ideas are connected | Transitions show how ideas are connected, but there is little variety | Some transitions work well, but some connections between ideas are fuzzy. | The transitions between ideas are unclear OR non-existent. |
| Closing paragraph | The conclusion is strong and leaves the reader solidly understanding the writer's position. Effective restatement of the position statement begins the closing paragraph. | The conclusion is recognizable. The author's position is restated within the first two sentences of the closing paragraph. | The author's position is restated within the closing paragraph, but not near the beginning. | There is no conclusion - the paper just ends. |
| Capitals & Punctuation | Author makes no errors in capitalization or punctuation, so the essay is exceptionally easy to read. | Author makes 1-2 errors in capitalization or punctuation, but the essay is still easy to read. | Author makes a few errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow. | Author makes several errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow. |

Persuasive Essay 3

| CATEGORY | 4 Above Standard | 3 Meets Standards | 2 Approaching Standards | 1 Below Standards |
|-------------------------------|---|---|---|---|
| Sources | All sources used for quotes, statistics and facts are credible and cited correctly. | All sources used for quotes, statistics and facts are credible and most are cited correctly. | Most sources used for quotes, statistics and facts are credible and cited correctly. | Many sources are suspect (not credible) AND/OR are not cited correctly. |
| Audience | Demonstrates a clear understanding of the potential reader and uses appropriate vocabulary and arguments. Anticipates reader's questions and provides thorough answers appropriate for that audience. | Demonstrates a general understanding of the potential reader and uses vocabulary and arguments appropriate for that audience. | Demonstrates some understanding of the potential reader and uses arguments appropriate for that audience. | It is not clear who the author is writing for. |
| Sentence Structure | All sentences are well-constructed with varied structure. | Most sentences are well-constructed and there is some varied sentence structure in the essay. | Most sentences are well constructed, but there is no variation in structure. | Most sentences are not well-constructed or varied. |
| Grammar & Spelling | Author makes no errors in grammar or spelling that distract the reader from the content. | Author makes 1-2 errors in grammar or spelling that distract the reader from the content. | Author makes 3-4 errors in grammar or spelling that distract the reader from the content. | Author makes more than 4 errors in grammar or spelling that distract the reader from the content. |

The Writing Rubric for Evaluating Expository and Persuasive Essays 1

| | 6 POINTS - WOW | . | 5 POINTS - SOLID |
|----------|--|----------|--|
| F | Focussed, purposeful & reflects insight | F | Focussed on the topic |
| O | Powerfully organized | O | Logical Progression of Ideas |
| C | Few errors, sentence structure varied | C | Variation in sentence structure |
| U | Superior understanding | U | Mature understanding |
| S | Elaborate examples | S | Specific Details |
| | 4 POINTS - COMPETENT | . | 3 POINTS - UNEVEN |
| F | Focussed, on topic and includes few, if any, loosely related ideas | F | Focussed but may contain ideas that are loosely connected to the topic |
| O | Transitional devices strengthen organization | O | Lacks logical progression of ideas |
| C | Occasional errors; word choice is adequate | C | General conventions are used |
| U | Commonplace understanding | U | Partial/limited understanding |
| S | Lacks specificity and support is loosely developed | S | Development of support is uneven |

The Writing Rubric for Evaluating Expository and Persuasive Essays 2

| | 2 POINTS - DISJOINTED | . | 1 POINT - INCOHERENT |
|----------|---|----------|---|
| F | Addresses topic but may lose focus by including extraneous or loosely related ideas | F | Addresses topic but may lose focus by including extraneous or loosely related ideas |
| O | Includes a beginning, middle and end, but these elements may be brief | O | Has an organizational pattern, but may lack completeness or closure |
| C | Errors in basic conventions, but common words are spelled correctly | C | Frequent and blatant errors in basic conventions; commonly used words may be misspelled |
| U | Definite misunderstanding | U | Obvious misunderstanding |
| S | Development of support is erratic and non-specific | S | Little, if any, development of the supporting ideas, and the support may consist of generalizations or fragmentary lists. |

Expository Essay Rubrics

Directions:

Rate the critical elements of essay using scores at the right and then calculate a final score using the formula below.

| Criteria | Rubric | Score |
|----------------------|---|-------|
| Focus | Focussed, purposeful & reflects insight | 5 |
| | Focussed on the topic | 4 |
| | Focussed, on topic and includes few, if any, loosely related ideas | 3 |
| | Focussed but may contain ideas that are loosely connected to the topic | 2 |
| | Addresses topic but may lose focus by including extraneous or loosely related ideas | 1 |
| Organization | Powerfully organized, | 6 |
| | Logical progression of ideas | 5 |
| | Transitional devices strengthen organization | 4 |
| | Lacks logical progression of ideas | 3 |
| | Includes a beginning, middle and end, but these elements may be brief | 2 |
| | Has an organizational pattern, but may lack completeness or closure | 1 |
| Conventions | Few errors, sentence structure varied | 6 |
| | Sentence structure varied | 5 |
| | Occasional errors; word choice is adequate | 4 |
| | General conventions are used | 3 |
| | Errors in basic conventions, but common words are spelled correctly | 2 |
| | Frequent and blatant errors in basic conventions; commonly used words may be misspelled | 1 |
| Understanding | Superior understanding | 6 |
| | Mature understanding | 5 |
| | Commonplace understanding | 4 |
| | Partial/limited understanding | 3 |
| | Definite misunderstanding | 2 |
| | Obvious misunderstanding | 1 |
| Support | Well-balanced and supported | 6 |
| | Specific Details | 5 |
| | Lacks specificity and support is loosely developed | 4 |
| | Development of support is uneven | 3 |
| | Development of support is erratic and non-specific | 2 |
| | Little, if any, development of the supporting ideas; support may consist of generalizations or fragmentary lists. | 1 |

General Questions

1. Was the writer's purpose in this piece to *explain* rather than persuade, compare or contrast?
Circle one. Yes - Generally - Somewhat - No
2. Was the writer's thesis statement clear and well worded?
Circle one. Yes - Generally - Somewhat - No
3. Did the introduction catch your attention and make you want to read the essay?
4. Did the essay contain at least *three* specific examples or narratives that were colorful and interesting?
Circle one. Yes - No

Note:

You will need to get weighting factors from your teacher since they may change according to the emphasis of your current assignment.

For example, if your teacher is working on support, it may be weighted by 3 with other elements weighted only by one.

$$\text{Score} = \frac{((F \times \underline{\quad}) + (O \times \underline{\quad}) + (C \times \underline{\quad}) + (U \times \underline{\quad}) + (S \times \underline{\quad}))}{x}$$

$$\text{Score} = \frac{(\underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad})}{x}$$

$$\text{Score} = \underline{\quad} / x$$

$$\text{Score} = \underline{\quad}$$

Reporting 1

| CATEGORY | 4 | 3 | 2 | 1 |
|-------------------------------|--|--|---|---|
| Organization | Information is very organized with well-constructed paragraphs and subheadings. | Information is organized with well-constructed paragraphs. | Information is organized, but paragraphs are not well-constructed. | The information appears to be disorganized. 8) |
| Amount of Information | All topics are addressed and all questions answered with at least 2 sentences about each. | All topics are addressed and most questions answered with at least 2 sentences about each. | All topics are addressed, and most questions answered with 1 sentence about each. | One or more topics were not addressed. |
| Quality of Information | Information clearly relates to the main topic. It includes several supporting details and/or examples. | Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples. | Information clearly relates to the main topic. No details and/or examples are given. | Information has little or nothing to do with the main topic. |
| Sources | All sources (information and graphics) are accurately documented in the desired format. | All sources (information and graphics) are accurately documented, but a few are not in the desired format. | All sources (information and graphics) are accurately documented, but many are not in the desired format. | Some sources are not accurately documented. |
| Mechanics | No grammatical, spelling or punctuation errors. | Almost no grammatical, spelling or punctuation errors | A few grammatical spelling, or punctuation errors. | Many grammatical, spelling, or punctuation errors. |
| Notes | Notes are recorded and organized in an extremely neat and orderly fashion. | Notes are recorded legibly and are somewhat organized. | Notes are recorded. | Notes are recorded only with peer/teacher assistance and reminders. |

Reporting 2

| CATEGORY | 4 | 3 | 2 | 1 |
|-------------------------------------|--|--|---|--|
| First Draft | Detailed draft is neatly presented and includes all required information. | Draft includes all required information and is legible. | Draft includes most required information and is legible. | Draft is missing required information and is difficult to read. |
| Paragraph Construction | All paragraphs include introductory sentence, explanations or details, and concluding sentence. | Most paragraphs include introductory sentence, explanations or details, and concluding sentence. | Paragraphs included related information but were typically not constructed well. | Paragraphing structure was not clear and sentences were not typically related within the paragraphs. |
| Graphic Organizer | Graphic organizer or outline has been completed and shows clear, logical relationships between all topics and subtopics. | Graphic organizer or outline has been completed and shows clear, logical relationships between most topics and subtopics. | Graphic organizer or outline has been started and includes some topics and subtopics. | Graphic organizer or outline has not been attempted. |
| Internet Use | Successfully uses suggested internet links to find information and navigates within these sites easily without assistance. | Usually able to use suggested internet links to find information and navigates within these sites easily without assistance. | Occasionally able to use suggested internet links to find information and navigates within these sites easily without assistance. | Needs assistance or supervision to use suggested internet links and/or to navigate within these sites. |
| Diagrams & Illustrations | Diagrams and illustrations are neat, accurate and add to the reader's understanding of the topic. | Diagrams and illustrations are accurate and add to the reader's understanding of the topic. | Diagrams and illustrations are neat and accurate and sometimes add to the reader's understanding of the topic. | Diagrams and illustrations are not accurate OR do not add to the reader's understanding of the topic. |

SCRAPBOOKS

DIRECTIONS:

This form is designed to help you evaluate student-created scrapbooks. Read the statements below. Then indicate the number from the following scale that reflects your assessment of the student's or group's work.

1 = Weak 2 = Moderately Weak 3 = Average 4 = Moderately Strong 5 = Strong

| Statement | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
| 1. The scrapbook includes a table of contents and an introduction. | | | | | |
| 2. Each item in the scrapbook has an accompanying caption. | | | | | |
| 3. Captions in the scrapbook are clear and descriptive. | | | | | |
| 4. All items in the scrapbook are relevant to the topic. | | | | | |
| 5. The scrapbook includes a variety of types of items. | | | | | |
| 6. The scrapbook provides full coverage of the topic. | | | | | |
| 7. The scrapbook indicates an understanding of the topic. | | | | | |
| 8. The contents of the scrapbook appear to be well researched. | | | | | |
| 9. The scrapbook is neatly executed and inviting. | | | | | |
| 10. The scrapbook meets the requirements of the assignment. | | | | | |
| Additional Comments: | | | | | |
| Total Points/Grade: _____ | | | | | |

Business Letter Writing - Letter of Request

| CATEGORY | 4 | 3 | 2 | 1 |
|---|---|---|---|---|
| Format | Complies with all the requirements for a business letter (Heading, Inside Address, Salutation Body, Closing Signature, all left justified with correct punctuation, paragraphing) | Complies with almost all (all but one) of the requirements for a business letter. | Complies with several (all but two) of the requirements for a business letter. | Complies with less than 75% of the requirements for a business letter. |
| Grammar & Spelling (Conventions) | Writer makes no errors in grammar, capitalization or spelling. | Writer makes 1-2 errors in grammar, capitalization or spelling. | Writer makes 3-4 errors in grammar, capitalization or spelling. | Writer makes more than 4 errors in grammar, capitalization or spelling. |
| Body - Content | The letter contains a well written introduction, questions, request for information and closing statement). The body clearly and succinctly addresses one main idea. | The letter contains an introduction, questions, request for information and closing statement). The body addresses one main idea. | The letter is missing one requirement of the content for the body of the letter. The main idea is somewhat vague. The questions asked are vague or unnecessary. | The letter is missing more than one requirement of the content for the body of the letter. The main idea is unclear. The questions asked are vague, unrealistic or unnecessary. |

Business Letter - Letter to an Official

| CATEGORY | 4 | 3 | 2 | 1 |
|---|--|--|---|---|
| Format | Clearly and effectively complies with all the requirements for a business letter (heading, inside address, salutation, body (introductory paragraph, conservation ideas clearly stated with examples, concluding paragraph, closing, signature, all with correct punctuation and paragraph indentation). | Complies with all the requirements for a business letter (heading, inside address, salutation, body (introductory paragraph, conservation ideas clearly stated, concluding paragraph, closing, signature, all with correct punctuation and paragraph indentation). | Complies with most of the requirements for a business letter. | Complies with some of the requirements for a business letter. |
| Grammar & Spelling (Conventions) | Writer makes less than 3 errors in grammar or spelling. | Writer makes 4-9 errors in grammar and/or spelling. | Writer makes 11-15 errors in grammar and/or spelling. | Writer makes more than 15 errors in grammar and/or spelling. |
| Body - Content | The letter contains a powerful, well written introductory paragraph and concluding paragraph. | The letter contains an introductory paragraph and concluding paragraph. | The letter is missing the introductory paragraph or concluding paragraph. | The letter is missing both the introductory paragraph and concluding paragraph. |
| Science Content | There are more than 3 effective ideas for energy conservation with clearly outlined examples for each idea stated. | There are at least 3 reasonable ideas for energy conservation with some examples. | There are 3 reasonable ideas for energy conservation. | There are 2 or less ideas for energy conservation. |

Business Letter of Complaint 1

| CATEGORY | 10 Excellent | 8.5 Good | 7.5 Satisfactory | 6.5 Needs Improvement |
|-----------------------------------|--|--|---|--|
| Neatness | Letter is typed, clean, not wrinkled, and is easy to read with no distracting error corrections. It was done with pride. | Letter is neatly hand-written, clean, not wrinkled, and is easy to read with no distracting error corrections. It was done with pride. | Letter is typed and is crumpled or slightly stained. It may have 1-2 distracting error corrections. It was done with some care. | Letter is typed and looks like it had been shoved in a pocket or locker. It may have several distracting error corrections. It looks like it was done in a hurry or stored improperly. |
| Format | Complies with all the requirements for a business letter. | Complies with almost all the requirements for a business letter. | Complies with several of the requirements for a business letter. | Complies with less than 75% of the requirements for a business letter. |
| Ideas | Ideas were expressed in a clear and organized fashion. It was easy to figure out what the letter was about. | Ideas were expressed in a pretty clear manner, but the organization could have been better. | Ideas were somewhat organized, but were not very clear. It took more than one reading to figure out what the letter was about. | The letter seemed to be a collection of unrelated sentences. It was very difficult to figure out what the letter was about. |
| Content Accuracy | The letter contains at least 10 accurate facts about the topic. | The letter contains 8-9 accurate facts about the topic. | The letter contains 6-7 accurate facts about the topic. | The letter contains fewer than 6 accurate facts about the topic. |
| Sentences & Paragraphs | Sentences and paragraphs are complete, well-constructed and of varied structure. | All sentences are complete and well-constructed (no fragments, no run-ons). Paragraphing is generally done well. | Most sentences are complete and well-constructed. Paragraphing needs some work. | Many sentence fragments or run-on sentences OR paragraphing needs lots of work. |

Business Letter of Complaint 2

| | 10 | 8.5 | 7.5 | 6.5 |
|---|---|--|--|--|
| CATEGORY | Excellent | Good | Satisfactory | Needs Improvement |
| Grammar & spelling (conventions) | Writer makes no errors in grammar or spelling. | Writer makes 1-2 errors in grammar and/or spelling. | Writer makes 3-4 errors in grammar and/or spelling. | Writer makes more than 4 errors in grammar and/or spelling. |
| Capitalization and Punctuation | Writer makes no errors in capitalization and punctuation. | Writer makes 1-2 errors in capitalization and punctuation. | Writer makes 3-4 errors in capitalization and punctuation. | Writer makes more than 4 errors in capitalization and punctuation. |

Business Complaint Letter 3

| CATEGORY | 4 Outstanding | 3 Expected | 2 Not So Great | 1 Uh-Oh! |
|----------------------------|--|---|---|--|
| Date | Date is correctly placed and written out. | Date is correctly placed and written out. | Date is incorrectly placed and/or incorrectly written out. | Date is incorrectly placed and/or incorrectly written out. |
| Recipient's Address | Complete, accurate return address and recipient address. Addresses in correct positions. | Complete, accurate return address and recipient address. Position may be slightly off. | 1-2 errors in return address. Recipient address is correct. | Addresses are incomplete and/or inaccurate. |
| Recipient's Address | Complete, accurate recipient address. Address in correct positions. | Nearly complete, accurate recipient address (1-2 errors). Position may be slightly off. | 3-4 errors in recipient address. | Address is incomplete and/or inaccurate. |
| Opening and Closing | Salutation and closing have no errors in capitalization and punctuation. | Salutation and closing have 1-2 errors in capitalization and punctuation. | Salutation and closing have 3 or more errors in capitalization and punctuation. | Salutation and/or closing are missing. |

Writing : starting off – my writing level (WP)

Instruction:

This task helps you to think about your writing skills. Use this checklist to determine what your writing skills are like in English. Tick the box in the checklist that applies to you.

| Can I | ++ | + | +/- | - |
|--|----|---|-----|---|
| 1. write fluently? | | | | |
| 2. write clearly? | | | | |
| 3. organise a piece of writing well (use paragraphs effectively, link ideas together, etc.)? | | | | |
| 4. introduce main ideas and subtopics effectively? | | | | |
| 5. give and ask for information in writing? | | | | |
| 6. give and ask for opinions in writing? | | | | |
| 7. describe a person in writing? | | | | |
| 8. describe objects and places in writing? | | | | |
| 9. thank someone or congratulate them on something? | | | | |
| 10. write an invitation? | | | | |
| 11. write an letter of apology? | | | | |
| 12. write informal English? | | | | |
| 13. write a formal letter of complaint? | | | | |
| 14. write about my feelings? | | | | |
| 15. use email efficiently? | | | | |
| 16. use a word processor to write? | | | | |
| 17. use a computer programme to check my spelling? | | | | |
| 18. use a computer to find other words or phrases to use? | | | | |
| 19. write grammatically correct English? | | | | |
| 20. use a wide range of vocabulary in writing? | | | | |
| 21. support my opinion well in writing? | | | | |
| 22. argue a point-of-view well? | | | | |

Conclusion: look at the columns +/- and - and choose items you want to work on this year. Write their numbers in the first column and write how you're going to do it in the second column.

| N° | How? |
|----|--|
| 13 | I'm going to look for English formal letters and I'm going to study them |

Peer and self-evaluation writing task (WP)

Aims: In this task, you evaluate a friend's work while he or she evaluates yours. Then you improve your writing. This activity aims to help you raise your awareness of possible problems in writing and to evaluate and to suggest improvement to other people's writing

Instructions: Work in pairs.

1. Swap your writing with a friend or classmate.
2. Read through your friend's work. As you read, go through the checklist below and write a tick in the column 'your friend' when you have looked into each particular aspect of their writing. As you go through the checklist, write down, on your friend's writing, suggestions for improvement. Be as specific as you can. For instance: "Tell me more about what he looks like?" or "Paragraph 2 is all mixed up: divide it into two parts."

| Peer and self-evaluation checklist | Your friend | You |
|---|-------------|-----|
| <p>Message</p> <p>Read through your friend's writing once and look at his or her task.</p> | | |
| Did (s)he do the task right ? | | |
| Do you understand the main ideas ? | | |
| Do you understand the more specific ideas ? | | |
| Is each main point illustrated ? How could this aspect be improved? | | |
| <p>Paragraph Organisation</p> | | |
| Basically, there should be ONE main idea per paragraph. Is that true? | | |
| Does each paragraph consist of several (at least two) sentences ? | | |
| Do the paragraphs follow on smoothly from each other? In other words, are the paragraphs clearly linked ? | | |
| Do the sentences follow on smoothly from each other? In other words, are the sentences clearly linked ? | | |
| Is punctuation used correctly? | | |
| How about the spelling ? | | |
| <p>Grammar & Vocabulary</p> | | |
| Look at the use of the present perfect and the past tenses . Are they appropriate and used correctly? | | |
| Look at the use of the present simple and the present continuous . Are they appropriate and used correctly? | | |

| Peer and self-evaluation checklist | Your friend | You |
|---|-------------|-----|
| a) Are when and if used correctly? | | |
| b) Are the conditional tenses used correctly in IF-clauses? | | |
| c) Are then and than used correctly? | | |
| d) Are of and off used correctly? | | |
| e) Are to and too used correctly? | | |
| f) Are there and their used correctly? | | |
| g) Is there a good range of vocabulary ? Can't you suggest alternative, better words and phrases? Use a dictionary if you need to. | | |

- Return the writing to its owner and get your piece of writing back.
- Rewrite your own piece, taking into account the feedback from your friend.

Alternative:

- If you want to work alone and assess your own writing skills, go through the checklist for your own writing, ticking off each aspect as you read and re-read your writing.
- Write a final version.

Grammar progress sheet (WP)

Look back at written work you have done in the past month and think about the following questions:

| | |
|---|---|
| 1 | What kind of mistakes have I made in my written English? |
| 2 | Were these just careless mistakes or did I really not understand? |
| 3 | What do I intend to do to understand this point better? How can I make fewer careless mistakes? |
| 4 | Which book will help me? Which page / exercise? |
| 5 | Where else can I find help? |

Writing Skills : Self – Evaluation Sheet (WP)

→ After each writing task, circle in column two the number that corresponds to your own evaluation of how you wrote during your task:

1 totally agree – 2 partly agree – 3 irrelevant for this task – 4 partly disagree – 5 totally disagree

→ Look at your scores and read the ‘comment and advice column’

→ What seem to be your writing problems? Write them down.

→ Write down some practical things you can do to improve your writing skills.

| Writing Strategy Table | | | | | | |
|--|-------|---|---|---|---|--|
| Writing strategy | Score | | | | | Comments and advice on writing strategies |
| 1.The message of my writing was clear. | 1 | 2 | 3 | 4 | 5 | If getting your message across is your problem, give your writing to someone else to read and ask them to give feedback ONLY on the ideas, then rewrite. |
| 2.I had a clear aim in mind while writing. | 1 | 2 | 3 | 4 | 5 | |
| 3.I communicated the main ideas of what I wanted to write. | 1 | 2 | 3 | 4 | 5 | |
| 4.I had a clear audience to whom I was writing. | 1 | 2 | 3 | 4 | 5 | If you are not provided with a clear audience, aim or type of text, invent one for yourself. Then it's easier to write with these in mind. |
| 5.I knew what type of text I was writing. | 1 | 2 | 3 | 4 | 5 | |
| 6.I knew how to begin my piece of writing. | 1 | 2 | 3 | 4 | 5 | |
| 7.I knew how to organise my writing. | 1 | 2 | 3 | 4 | 5 | If you have problems in any of these areas, collect some models(e.g. of conclusions or of business letters) and study them. For organisation, read a lot of texts and try to work out how they are organised. |
| 8.I was happy with my conclusion. | 1 | 2 | 3 | 4 | 5 | |
| 9.I knew what sort of layout to use. | 1 | 2 | 3 | 4 | 5 | |
| 10.The ideas in my text were linked together in some way. | 1 | 2 | 3 | 4 | 5 | If you can't link ideas very well, brainstorm with some classmates and find a list of linking words (e.g. therefore, moreover, but) and check whether you know what they mean. Use a dictionary or grammar if necessary. Use the linking words in your text. Planning will also help you to organise your text and to link ideas together. |
| 11.The paragraphs were linked together in some way. | 1 | 2 | 3 | 4 | 5 | |

| Writing Strategy Table | | | | | | | | | | |
|---|-------|---|---|---|---|--|--|--|--|--|
| Writing strategy | Score | | | | | Comments and advice on writing strategies | | | | |
| 12. I felt confident about my English when I was writing. | 1 | 2 | 3 | 4 | 5 | <p>If your problems are ideas, speed or confidence, here are some hints:</p> <ul style="list-style-type: none"> - Plan a piece of writing with someone else. - Read about the topic you are going to write on. - Discuss the topic with someone else. | | | | |
| 13. I had lots of ideas about what to write. | 1 | 2 | 3 | 4 | 5 | | | | | |
| 14. I got a bit stuck while writing. | 1 | 2 | 3 | 4 | 5 | | | | | |
| 15. I wanted to write faster. | 1 | 2 | 3 | 4 | 5 | | | | | |
| 16. I re-read my writing when I had finished. | 1 | 2 | 3 | 4 | 5 | <p>It's simply a MUST to re-read what you have written. Use a checklist to look for typical mistakes. Be proud of what you write!</p> | | | | |
| 17. I corrected my text several times before I was satisfied with it. | 1 | 2 | 3 | 4 | 5 | | | | | |
| 18. I knew whether to use formal or informal English. | 1 | 2 | 3 | 4 | 5 | <p>If you are unsure about formal and informal writing, here are some hints:</p> <ul style="list-style-type: none"> → Keep models of formal writing. → Memorise formal phrases like those which occur at the beginning and end of letters e.g. Dear Sir /Dear Madam – Yours faithfully Dear Mr/Mrs/Miss Smith– Yours sincerely / Yours truly) → Make parallel lists of formal and informal terms. → To improve your formal English, read 'serious' texts (e.g. quality papers, no tabloids) and watch 'serious' TV-programmes (e.g. documentaries) on the BBC. → In case of doubt: use an (online) dictionary | | | | |
| 19. I could find the words I needed. | 1 | 2 | 3 | 4 | 5 | | | | | |
| 20. If I couldn't find the words I needed, I could find another way of writing something e.g. by using a synonym or another phrase. | 1 | 2 | 3 | 4 | 5 | | | | | |
| 21. I used a computer to write on. | 1 | 2 | 3 | 4 | 5 | | | | | |
| 22. I used the spelling checker on the computer. | 1 | 2 | 3 | 4 | 5 | <p>If you don't know how to use computers, find someone to help you learn. First learn basic word processing skills, then learn how to check your spelling on the computer. Make use of interesting layouts and fonts. Some programmes even include suggested phrases to use while writing.</p> | | | | |
| 23. I used the dictionary on the computer. | 1 | 2 | 3 | 4 | 5 | | | | | |

Evaluation Tools (WP)

Copy the grid and answer the following questions:

| Which tools did you make use of? | How useful were they to you ? Why (motivation)? | |
|----------------------------------|---|---|
| | Pros (+) | Cons (-) |
| On line | | Dictionaries |
| Off line | | CD-roms |
| On line | | |
| Off line | | Grammar |
| On line | | |
| Off line | | Websites |
| On line | | |
| Off line | | Other sources of information (newspapers, magazines, leaflets, encyclopaedia yetc.) |
| On line | | |
| Off line | | |