

Glencoe  
**L**iterature  
Reading with Purpose

**Rubrics for Assessing  
Student Writing,  
Listening, and Speaking  
Middle School**





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This ancillary provides rubrics for each of the genres of writing in the Writing Workshops of the *Reading with Purpose* textbooks for Grades 6, 7, and 8.

## Strategies for Effective Writing Assessment

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

- Make sure students know the criteria for good writing. We can expect students to produce good writing only if they understand what good writing is. For example, a student writing a personal narrative needs to know that personal narratives express the writer's thoughts and opinions, often incorporate personal anecdotes or experiences, and are usually written in a less formal style than an essay. In an assessment situation, it is only fair that students know how their work will be judged. Knowing the criteria for good writing will also help students evaluate and revise their own writing before it is submitted for teacher evaluation. When you give students the criteria, discuss what is expected of them.
- Let students help develop the criteria. If it is feasible in your classroom, have students get involved in determining the criteria you and they will use for evaluating a piece of writing. This will give students a sense of ownership and will help them to see why a given piece of writing does or does not meet the criteria.
- Explain to students how their writing will be scored. Students should know how you will be scoring their work and how to interpret the scores. For example, a student who receives an 80 on a composition should know what the score means and on what criteria it was based.
- Evaluate the writing process, not just the final product. Writing is a process of steps, from the idea to the finished manuscript. Students will improve their writing as they improve their ability to complete each step in the process. An assessment of student writing that includes review and discussion of each step will help students understand what works in their writing and why it works.
- Provide opportunities for feedback. Whenever possible, give students feedback about their writing to help them understand their strengths and weaknesses and identify what parts or aspects of their writing need to be improved. Providing frequent feedback can also be valuable in helping to identify patterns of growth, providing direction for a student's individual development, and helping students improve their abilities to assess their own work and respond to the writing of others. Feedback may be provided in writing or in conversation during a conference with the student. Different kinds of feedback may also be provided through peer assessment.

- Encourage self- and peer assessment. Students can develop a clear sense of their abilities by evaluating their own writing. For example, you might have students evaluate their own work, assign their own scores, and write brief notes explaining why they think their scores are accurate. Then, after you score each paper, you and the students can discuss why your scores might differ. Peer assessment can also be a valuable tool throughout the writing process. Students can discuss their ideas with their partners, and partners can act as the audience during each stage of the writing. Students can also work in groups of three or four to hold writing conferences. Find a way to tune into these conferences without becoming an instant authority in the conversation.
- Incorporate assessment into the instructional process. Instead of viewing assessment as a final judgment, work to make assessment, teaching, and learning all part of a continuous cycle. Encourage students to revise, expand, and rewrite at all points in the cycle and for reasons other than receiving a score or a grade.
- Review the writing models and critical comments on pages three through eight. These models can help you establish standards of comparison for the assignments you will evaluate.

## Above-average Writing Model: Narrative Writing

**Assignment:** Write a narrative that could serve as part of a longer chapter about an important event in your life.

### A Flipped Page; A Changed Life

My life changed by the simple flip of a page. A man I'd never seen before walked into my gym class. He was dark skinned and wore several heavy-looking beaded necklaces, a pair of baggy African-looking pants, and leather sandals. He carried himself like a dancer, but he was as muscular and strong as a wrestler. From the other side of the gym we stole glances at him while we finished our game of soccer. Something about that man's presence made us all try harder. By the end of the class, I was panting with exertion but had scored two more goals. Our gym teacher called us over, and we all watched as he and this stranger clapped each other on the back.

"This is Paul Martin," said our teacher. "He's a friend of mine and a great dancer."

"Hello," Paul said, stepping forward and smiling confidently. "I'm here to recruit new members for a Capoeira troop." Paul explained that Capoeira is a Brazilian martial art that has evolved into an extremely aerobic form of dance. "I'd like to invite a few of you to stay after class, based on your teacher's recommendations," he said. Then he demonstrated a few moves for us, jumping high in the air and twisting his body so that he spiraled as he hit the ground. He jumped up again and landed with his legs in a half-split.

Finally, he pulled out a piece of paper and read off some names. My friend Jose's name was on it, but mine wasn't. "That's it," he said when no one else moved. Slowly, the other guys began trickling away. How could my name not be on the list when I wanted it to be so badly? My body felt heavy as I walked toward the locker room door.

Then I saw Paul flip over the paper and heard his deep voice call out, "Oh yes, and Bryce. Is there a Bryce?"

I've now been a member of Paul's Capoeira troop for two years. I've performed all over Southern California with them, growing stronger in body and mind. Sometimes when I'm warming up, I smile as I remember how my life changed just from the flip of a page.

*Opening engages the reader's interest by piquing the reader's curiosity.*

*Uses vivid character description to introduce suspense.*

*Dialogue is realistic and advances plot.*

*Details help to establish a specific mood and tone.*

*Carefully describes scene, but delays information to maintain suspense.*

*Uses description and direct statements to convey emotional impact.*

**Summary:** *This piece might receive a 100—35 points for Focus/Organization, 35 points for Elaboration/Support/Style, and 30 points for Grammar, Usage, and Mechanics.*

## Average Writing Model: Narrative Writing

**Assignment:** Write a narrative that could serve as part of a longer chapter about an important event in your life.

### Joining the Troop

On a day like any other day, my life changed. During gym class a strange man walked in. He was dark-skinned and around his neck he wore a ton of necklaces, some strange pants, and sandals. He looked pretty weird. We were playing a game of indoor soccer but we all kept looking at each other like “what is up with this guy?” But something about him made us all run harder. He was watching us but we didn’t know why. We were watching him the whole time, too.

*Opening sentence tries to create suspense, but is vague.*

*Includes strong details to establish character, but lacks effective order.*

After the game was over, our gym teacher introduced him to us. “I want you all to meet Paul Martin. He’s a friend of mine, and a very fine dancer” my teacher said.

*Dialogue is incorrectly punctuated.*

Then Paul said “Hello. I’m looking for new members for our Capoeira troop.”

*Includes helpful background information, but lacks clear transitions.*

Capoeira is a kind of dance and martial art that is very difficult. Paul showed us a few moves. He jumped in the air and twisted his body and made a spiral in the air. He landed with his legs in a split. We were like “Wow!”

Someone said “Hey, its like breakdancing!”

*Order of events is clear, but plot lacks suspense.*

Paul pulled out a piece of paper and read off some names. My friend Jose’s name was on it, but mine wasn’t. I didn’t move. Then Paul read my name which he’d missed on back of the list by mistake.

*Implies that the experience was significant, but doesn’t show its emotional impact.*

I’ve been a member of Paul’s Capoeira troop for two years now. I’ve traveled around California performing with them. Dancing with the Capoeira troop makes me stronger in body and in mind every day.

**Summary:** *This narrative presents an event but doesn’t adequately address its emotional significance. The writing would be improved by paying greater attention to the order of events, by adding more effective transitions and vivid details to create suspense, and by more clearly showing how the experience impacted the writer emotionally. This piece might receive a 78—26 points for Focus/Organization, 27 points for Elaboration/Support/Style, and 25 points for Grammar, Usage, and Mechanics.*

## Below-average Writing Model: Narrative Writing

**Assignment:** Write a narrative that could serve as part of a longer chapter about an important event in your life.

### Dancing Capoeira

An important thing happened in 6th grade when I met Paul who teaches Capoeira and started a troop for people who practice this kind of dance. Before I started doing Capoeira I was always bored and I had nothing that I was good at. Also, I was out of shape then. Now I've been a member of Paul's Capoeira troop for almost two years and I've been all over performing with them.

*Opening tries to explain the impact of event on writer's life, but lacks suspense.*

One day Paul walked into our Gym class. He was auditioning us without us even knowing it and so while we played indoor soccer he watched the way we ran. Or our other athletic abilities and stuff like that. Capoeira takes a lot of upper body strength. Capoeira is done usually to live drumming. When I first started to do Capoeira my body hurt like crazy but now I am a lot more strong. I can bench more than 100 pounds easy.

*Introduces some relevant details, but grammatical errors and irrelevant details make the paragraph confusing*

Because they were friends our teacher introduced us to Paul. He told us about Capoeira. Then he called some names but mine wasn't on the list. I didn't understand why not. But I played it cool, but inside I was hurt.

*Language is vague; writing lacks sufficient detail.*

Then Paul said "Oh yeah, is Bryce here?"

*Dialogue sounds realistic but does not add suspense or convey emotion.*

"Yeah" I said. He had just forgot my name on the back of the list somehow.

**Summary:** *This narrative attempts to respond to the prompt, but the writing shows a poor understanding of plot and doesn't attempt to use any suspense-creating devices to hold the reader's interest. In addition, the piece lacks vivid details and includes grammatical errors that interfere with its meaning. The writing could be improved by using a careful, sequential ordering of events to retell the story and by adding more vivid details to convey the emotional impact of the event and to capture the reader's interest. This piece might receive a 67—21 points for Focus/Organization, 23 points for Elaboration/Support/Style, and 23 points for Grammar, Usage, and Mechanics.*

## Above-average Writing Model: Persuasive Essay Writing

**Assignment:** Write a persuasive essay supporting the position that a particular technological invention has changed our lives.

### The Cell Phone Century

Even though people know that it is dangerous to drive while talking on a phone, they continue to gab while driving down the freeway. Why? Mobile phones are one of those inventions that change our lives so quickly and so completely that we cannot imagine life without them. We are only starting to realize the changes mobile phones will have on our relationship to work, each other, and to our natural environment.

*Uses a relevant fact to establish a topic and draw the reader in.*

*Introduction suggests the approach the essay will take.*

With cell phones, travel time is now part of the workday. Although some people believe that cell phones make it harder for workers to think and relax, cell phones are used everywhere in the workplace. Some companies even give employees cell phones. Because of this, many people can no longer leave work behind at the office.

*Uses transitional words to establish cause-and-effect relationship.*

Cell phones are also changing the way people interact. A girl with a cell phone doesn't "wait by the phone" for the boy to call. She just puts the phone in her purse and goes out with her friends. Also, instead of making plans ahead of time, now people just use their cell phones to hook up. In these ways, cell phones are changing how we socialize.

*Body of essay supports thesis.*

Some newer kinds of phones are even changing how we relate to our environment. These phones are satellite, not cellular phones. They allow us to talk from anywhere on earth to anywhere else on earth. In the past, people traveled to the North Pole, the Himalayas, or through the Sahara Desert to experience surviving and being alone. Satellite phones will make this experience of our environment very different.

*Good uses of logical reasoning to clarify cause-and-effect relationship.*

Cell phones are definitely here to stay. As society becomes more fast-paced and mobile, cell phone use will surely grow. Our workday will increase, our social life will be more spontaneous, and the universe will seem even smaller.

*Concludes by effectively summarizing the main points of the argument.*

**Summary:** *This essay makes a persuasive case for the way that cell phones are changing our lives. The argument is well organized and well supported by specific examples. This piece might receive a 98—35 points for Focus/Organization, 33 points for Elaboration/Support/Style, and 30 points for Grammar, Usage, and Mechanics.*

## Average Writing Model: Persuasive Essay Writing

**Assignment:** Write a persuasive essay supporting the position that a particular technological invention has changed our lives.

### Cell Phones Change the World

People are in love with cell phones. They're addicted to them. Cell phones are one of those important inventions that change the way we live our lives.

*Thesis lacks specificity.*

In our fast-paced society, cell phones allow us to do more things at once. For example, if you're ever on a commuter train in the morning you hear cell phones ring and people answering in their business voices, talking to assistants and clients. Commuting time is now part of the workday. Even though some people complain that cell phones are causing them to have less time for relaxing and being with their families, cell phones are used everywhere in the workplace. I've even heard of companies that give cell phones to new employees to keep.

*Effective topic sentence and good supporting details.*

How many songs are there about the girl waiting by the phone for the guy to call? You won't hear songs about this anymore. Now the girl can just slip her cell phone in her purse and go out with her friends. If he calls, he calls; if not, she'll still have a good time. Another way cell phones have changed the way teenagers socialize can be seen in the language. For example the new term for getting together is "hook up." Before cell phones, "hook up" meant getting your telephone service installed. Cell phones are changing how we socialize.

*Abrupt introduction of a new idea.*

Our society has always looked for frontier lands. Americans look for ways to "get away" from society. For example, people go to the North Pole, to the Himalayas, through the Sahara Desert, to get away. There are other types of phones that aren't cell phones. These work by satellite technology and allow communication anywhere on the planet. This will change how people can "get away."

*Oversimplifies people's motivations and doesn't fully explain ideas.*

Technology inventions are great, but it is unclear what they will lead to.

*Vague conclusion.*

**Summary:** *While this essay is often informative and engaging, the introduction does not include a clear thesis, and the supporting paragraphs often lose focus. Including more effective transitions and a more thoughtful conclusion could make the cause-and-effect relationships and their significance to society more clear. This piece might receive an 86—28 points for Focus/Organization, 31 points for Elaboration/Support/Style, and 27 points for Grammar, Usage, and Mechanics.*

## Below-average Writing Model: Persuasive Essay Writing

**Assignment:** Write a persuasive essay supporting the position that a particular technological invention has changed our lives.

### Cell Phones Rule

People are in love with cell phones. Their addicted to them. Everywhere you look there are cell phones.

*Lacks thesis. Spelling error.*

With cell phones we can do a bunch of things at the same time. For example, we can drive, listen to music and talk on the phone. Where ever you are your always hearing cell phones ringing and people answering them, talking to their secretaries and scheduling business meetings. People work longer hours now. Some companies give free cell phones to new employees and sometimes they give new employees laptops also. Also girls don't wait by the phone for boys to call them anymore because the they can just put their cell phone in their bag and go out and if they hook up with the guy, then that's cool, but if they don't then that's also cool. I never wait for anyone to call me anymore because they know where to reach me if they want to. Why? That's cause cell phones are changing everything.

*Lack of transitions makes the cause-and-effect relationship unclear.*

*Multiple spelling and usage errors.*

*Inappropriate language for an audience of teacher.*

Cell phones are based on satellite technology. Satellite technology allows communication anywhere on the planet. This is a new idea for us. Some people always like to get away from others. For example, to the North Pole, the Himalayas, through the Sahara Desert. Because of cell phones they can't do it no more though.

*Inaccurate information misleads the reader.*

*Lack of transitions makes organization confusing.*

*Grammatical errors are distracting.*

Just like everyone else, I love my cell phone. One thing is for sure cell phones are changing everything.

*Conclusion provides closure. Punctuation error.*

**Summary:** *This essay shows evidence of an attempt to respond to the assignment, but it is poorly organized, lacks a thesis statement, and uses language inappropriate to its audience. In addition, the writing includes misinformation. The paper would be improved if a clear thesis stated the social impact of cell phones and if the body paragraphs used transition words and supporting facts to make the relationship between cell phones and societal changes clear. This piece might receive a 68—25 points for Focus/Organization, 23 points for Elaboration/Support/Style, and 20 points for Grammar, Usage, and Mechanics.*

# **Rubrics for Assessing Student Writing, Listening, and Speaking**

## Rubric for Assessing Student Writing: Summary

|  |  |
|--|--|
| <p><b>Focus/Organization</b></p> <ul style="list-style-type: none"> <li>• The piece fulfills its purpose by retelling the main idea and important details.</li> <li>• The piece does not include minor details or unrelated information.</li> <li>• The piece is written in writer’s own words.</li> <li>• The piece is arranged in an appropriate and clear order.</li> </ul>                         | <p><b>Comments</b></p> <p style="text-align: right;">Score ____ / 35</p> |
| <p><b>Elaboration/Support/Style</b></p> <ul style="list-style-type: none"> <li>• The opening or closing sentence clearly states the main idea.</li> <li>• All of the important details that support the main idea are included.</li> <li>• Transition words are used effectively.</li> </ul>   | <p><b>Comments</b></p> <p style="text-align: right;">Score ____ / 35</p> |
| <p><b>Grammar, Usage, and Mechanics</b></p> <ul style="list-style-type: none"> <li>• The writing is free of misspellings, and words are capitalized correctly.</li> <li>• Sentences are punctuated correctly, and the piece is free of fragments and run-ons.</li> <li>• Standard English usage is employed.</li> <li>• The paper is neat, legible, and presented in an appropriate format.</li> </ul> | <p><b>Comments</b></p> <p style="text-align: right;">Score ____ / 30</p> |

## Engagement in the Writing Process Comments

The student

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

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

## Rubric for Assessing Student Writing: Autobiographical Sketch

|  |  |
|--|--|
| <p><b>Focus/Organization</b></p> <ul style="list-style-type: none"> <li>• The narrative fulfills its purpose by describing an interesting scene.</li> <li>• The scene is appropriate to its intended audience.</li> <li>• The scene has a strong beginning.</li> <li>• Time order is used to organize the scene's events.</li> <li>• First-person point of view is used.</li> </ul>                    | <p><b>Comments</b></p> <p style="text-align: right;">Score ____ / 35</p> |
| <p><b>Elaboration/Support/Style</b></p> <ul style="list-style-type: none"> <li>• Every sentence is important to the scene.</li> <li>• Vivid details describe the setting and characters.</li> <li>• The writing has a clear point of view.</li> <li>• The writer uses a strong voice.</li> </ul>   | <p><b>Comments</b></p> <p style="text-align: right;">Score ____ / 35</p> |
| <p><b>Grammar, Usage, and Mechanics</b></p> <ul style="list-style-type: none"> <li>• The writing is free of misspellings, and words are capitalized correctly.</li> <li>• Sentences are punctuated correctly, and the piece is free of fragments and run-ons.</li> <li>• Standard English usage is employed.</li> <li>• The paper is neat, legible, and presented in an appropriate format.</li> </ul> | <p><b>Comments</b></p> <p style="text-align: right;">Score ____ / 30</p> |

## Engagement in the Writing Process Comments

The student

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

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

## Rubric for Assessing Student Writing: Autobiographical Narrative

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

## Engagement in the Writing Process Comments

The student

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

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

## Rubric for Assessing Student Writing: Personal Narrative

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

## Engagement in the Writing Process Comments

The student

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

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

## Rubric for Assessing Student Writing: Persuasive Essay

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

## Engagement in the Writing Process Comments

The student

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

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

## Rubric for Assessing Student Writing: Letter

|   |   |
|---|---|
| <p><b>Focus/Organization</b></p> <ul style="list-style-type: none"> <li>• The piece fulfills its purpose by responding to an appropriate topic.</li> <li>• The piece is clearly aimed at its intended audience.</li> <li>• The writer’s opinion is clearly stated.</li> <li>• The writing is arranged in order by topic.</li> </ul>   | <p><b>Comments</b></p> <p style="text-align: right;">Score _____ / 35</p> |
| <p><b>Elaboration/Support/Style</b></p> <ul style="list-style-type: none"> <li>• The opening paragraph introduces the purpose of the letter and clearly states the writer’s opinion.</li> <li>• Three or more sound reasons for the opinion are included.</li> <li>• The evidence is appropriate and clearly supports the writer’s opinion.</li> <li>• The conclusion offers closure, summing up the writer’s message of praise or criticism and offering suggestions.</li> </ul> | <p><b>Comments</b></p> <p style="text-align: right;">Score _____ / 35</p> |
| <p><b>Grammar, Usage, and Mechanics</b></p> <ul style="list-style-type: none"> <li>• The writing is free of misspellings, and words are capitalized correctly.</li> <li>• Sentences are punctuated correctly, and the piece is free of fragments and run-ons.</li> <li>• Standard English usage is employed.</li> <li>• The paper is neat, legible, and presented in a proper letter format.</li> </ul>   | <p><b>Comments</b></p> <p style="text-align: right;">Score _____ / 30</p> |

## Engagement in the Writing Process Comments

The student

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

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

## Rubric for Assessing Student Writing: Speech

|   |  |
|---|--|
| <p><b>Focus/Organization</b></p> <ul style="list-style-type: none"> <li>• The piece fulfills its purpose by describing a topic in a manner appropriate to the spoken word.</li> <li>• The piece is clearly aimed at its intended audience.</li> <li>• There is a clear beginning, middle, and end.</li> <li>• The writing is arranged in an effective order.</li> </ul>   | <p><b>Comments</b></p> <p style="text-align: right;">Score ____ / 35</p> |
| <p><b>Elaboration/Support/Style</b></p> <ul style="list-style-type: none"> <li>• The opening sentence grabs the listener’s attention.</li> <li>• The presentation of the topic is easy to follow and includes interesting descriptions.</li> <li>• The student includes carefully chosen visual aids that support and enhance the speech.</li> <li>• The conclusion retells the main idea of the speech and brings it to a natural and powerful close.</li> </ul> | <p><b>Comments</b></p> <p style="text-align: right;">Score ____ / 35</p> |
| <p><b>Grammar, Usage, and Mechanics</b></p> <ul style="list-style-type: none"> <li>• The writing is free of misspellings, and words are capitalized correctly.</li> <li>• Sentences are punctuated correctly, and the piece is free of fragments and run-ons.</li> <li>• Standard English usage is employed.</li> <li>• The paper is neat, legible, and presented in an appropriate format.</li> </ul>  | <p><b>Comments</b></p> <p style="text-align: right;">Score ____ / 30</p> |

## Engagement in the Writing Process Comments

The student

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

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

## Rubric for Assessing Student Writing: Editorial

|  |  |
|--|--|
| <p><b>Focus/Organization</b></p> <ul style="list-style-type: none"> <li>• The piece fulfills its purpose by presenting a problem, proposing a solution, and persuading others to agree.</li> <li>• The piece is clearly aimed at its intended audience.</li> <li>• The writer’s position is clearly stated.</li> <li>• The arguments are arranged in a persuasive order.</li> </ul>                    | <p><b>Comments</b></p> <p style="text-align: right;">Score ____ / 35</p> |
| <p><b>Elaboration/Support/Style</b></p> <ul style="list-style-type: none"> <li>• The opening sentence gets the reader’s attention.</li> <li>• Sound reasons for the position and sufficient supporting evidence are included.</li> <li>• Counterarguments are clearly presented and effectively refuted.</li> <li>• Writer uses precise and lively words.</li> </ul>                                   | <p><b>Comments</b></p> <p style="text-align: right;">Score ____ / 35</p> |
| <p><b>Grammar, Usage, and Mechanics</b></p> <ul style="list-style-type: none"> <li>• The writing is free of misspellings, and words are capitalized correctly.</li> <li>• Sentences are punctuated correctly, and the piece is free of fragments and run-ons.</li> <li>• Standard English usage is employed.</li> <li>• The paper is neat, legible, and presented in an appropriate format.</li> </ul> | <p><b>Comments</b></p> <p style="text-align: right;">Score ____ / 30</p> |

## Engagement in the Writing Process Comments

The student

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

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

## Rubric for Assessing Student Writing: Descriptive Writing

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

## Engagement in the Writing Process Comments

The student

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

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

## Rubric for Assessing Student Writing: Research Report

|   |   |
|---|---|
| <p><b>Focus/Organization</b></p> <ul style="list-style-type: none"> <li>• The writing fulfills its purpose by presenting information gathered about a topic.</li> <li>• The writing is clearly targeted to its intended audience.</li> <li>• The writing has an introduction, a body, and a conclusion.</li> <li>• The report includes a thesis statement that is supported with evidence and details.</li> </ul> | <p><b>Comments</b></p> <p style="text-align: right;">Score _____ / 35</p> |
| <p><b>Elaboration/Support/Style</b></p> <ul style="list-style-type: none"> <li>• Sufficient details are provided to explain each step or piece of information.</li> <li>• The details are clear and understandable.</li> <li>• A cause-and-effect text structure is used.</li> <li>• Accurately documented sources are cited.</li> </ul>  | <p><b>Comments</b></p> <p style="text-align: right;">Score _____ / 35</p> |
| <p><b>Grammar, Usage, and Mechanics</b></p> <ul style="list-style-type: none"> <li>• The writing is free of misspellings, and words are capitalized correctly.</li> <li>• Sentences are punctuated correctly, and the piece is free of fragments and run-ons.</li> <li>• Standard English usage is employed.</li> <li>• The paper is neat, legible, and presented in an appropriate format.</li> </ul>            | <p><b>Comments</b></p> <p style="text-align: right;">Score _____ / 30</p> |

## Engagement in the Writing Process Comments

The student

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

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

## Rubric for Assessing Student Writing: Folktale

|  |  |
|--|--|
| <p><b>Focus/Organization</b></p> <ul style="list-style-type: none"> <li>• The narrative fulfills its purpose by telling a story using all of the elements of a folktale.</li> <li>• The story is appropriate for its intended audience.</li> <li>• The story takes place in the past.</li> <li>• Time order is used to organize the story's events.</li> </ul>   | <p><b>Comments</b></p> <p style="text-align: right;">Score ____ / 35</p> |
| <p><b>Elaboration/Support/Style</b></p> <ul style="list-style-type: none"> <li>• Enough details are provided to describe the setting and characters.</li> <li>• The writing includes a protagonist who tries to do good and may have special powers.</li> <li>• The writing includes an evil antagonist, which may be a character or a force of nature.</li> <li>• The story contains a theme or central message.</li> <li>• Writer uses the third-person point of view correctly and consistently.</li> </ul> | <p><b>Comments</b></p> <p style="text-align: right;">Score ____ / 35</p> |
| <p><b>Grammar, Usage, and Mechanics</b></p> <ul style="list-style-type: none"> <li>• The writing is free of misspellings, and words are capitalized correctly.</li> <li>• Sentences are punctuated correctly, and the piece is free of fragments and run-ons.</li> <li>• Standard English usage is employed except where inappropriate.</li> <li>• The paper is neat, legible, and presented in an appropriate format.</li> </ul>  | <p><b>Comments</b></p> <p style="text-align: right;">Score ____ / 30</p> |

## Engagement in the Writing Process Comments

The student

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

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

## Rubric for Assessing Student Writing: Modern Folktale

|   |  |
|---|--|
| <p><b>Focus/Organization</b></p> <ul style="list-style-type: none"> <li>• The narrative fulfills its purpose by telling a story using all of the elements of a folktale.</li> <li>• The story is appropriate for its intended audience.</li> <li>• The story takes place in the present.</li> <li>• Time order is used to organize the story's events.</li> </ul>   | <p><b>Comments</b></p> <p style="text-align: right;">Score ____ / 35</p> |
| <p><b>Elaboration/Support/Style</b></p> <ul style="list-style-type: none"> <li>• Enough details are provided to describe the setting and characters.</li> <li>• Realistic dialogue contributes to the story and is used appropriately.</li> <li>• Writer has developed a theme throughout the story.</li> <li>• Writer uses the third-person point of view correctly and consistently.</li> </ul>                                 | <p><b>Comments</b></p> <p style="text-align: right;">Score ____ / 35</p> |
| <p><b>Grammar, Usage, and Mechanics</b></p> <ul style="list-style-type: none"> <li>• The writing is free of misspellings, and words are capitalized correctly.</li> <li>• Sentences are punctuated correctly, and the piece is free of fragments and run-ons.</li> <li>• Standard English usage is employed except where inappropriate.</li> <li>• The paper is neat, legible, and presented in an appropriate format.</li> </ul> | <p><b>Comments</b></p> <p style="text-align: right;">Score ____ / 30</p> |

## Engagement in the Writing Process Comments

The student

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

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

## Rubric for Assessing Student Writing: Fable

|   |  |
|---|--|
| <p><b>Focus/Organization</b></p> <ul style="list-style-type: none"> <li>• The narrative fulfills its purpose by telling a story using the elements of a fable and teaching a moral.</li> <li>• The story is appropriate to its intended audience.</li> <li>• Time order is used to organize the story's events.</li> </ul>  | <p><b>Comments</b></p> <p style="text-align: right;">Score ____ / 35</p> |
| <p><b>Elaboration/Support/Style</b></p> <ul style="list-style-type: none"> <li>• Enough details are provided to describe the setting and characters.</li> <li>• Realistic dialogue contributes to the story and is used appropriately.</li> <li>• Story has a well-developed conflict.</li> <li>• The moral is clearly stated and appropriately relevant to the story.</li> </ul>   | <p><b>Comments</b></p> <p style="text-align: right;">Score ____ / 35</p> |
| <p><b>Grammar, Usage, and Mechanics</b></p> <ul style="list-style-type: none"> <li>• The writing is free of misspellings, and words are capitalized correctly.</li> <li>• Sentences are punctuated correctly, and the piece is free of fragments and run-ons.</li> <li>• Standard English usage is employed except where inappropriate.</li> <li>• The paper is neat, legible, and presented in an appropriate format.</li> </ul> | <p><b>Comments</b></p> <p style="text-align: right;">Score ____ / 30</p> |

## Engagement in the Writing Process Comments

The student

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

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

## Rubric for Assessing Student Writing: Poem

|   |  |
|---|--|
| <p><b>Focus/Organization</b></p> <ul style="list-style-type: none"> <li>• The writing fulfills its purpose by addressing a topic in poetic form.</li> <li>• The writing is appropriate to its intended audience.</li> <li>• Poetic forms such as lines and stanzas are used correctly and appropriately.</li> </ul>   | <p><b>Comments</b></p> <p style="text-align: right;"><i>Score _____ / 35</i></p> |
| <p><b>Elaboration/Support/Style</b></p> <ul style="list-style-type: none"> <li>• Writer uses words effectively to establish an appropriate mood and tone.</li> <li>• Writer uses lively verbs that show action and effective adjectives and adverbs that match the purpose.</li> <li>• Writer uses figurative language such as similes, metaphors, and personification.</li> <li>• Sensory details and sound devices are used to create images and rhythm in the poem.</li> </ul> | <p><b>Comments</b></p> <p style="text-align: right;"><i>Score _____ / 35</i></p> |
| <p><b>Grammar, Usage, and Mechanics</b></p> <ul style="list-style-type: none"> <li>• The writing is free of misspellings, and words are capitalized correctly.</li> <li>• The paper is neat, legible, and presented in an appropriate format.</li> </ul>  | <p><b>Comments</b></p> <p style="text-align: right;"><i>Score _____ / 30</i></p> |

## Engagement in the Writing Process Comments

The student

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

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

## Rubric for Assessing Student Writing: Short Story

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

## Engagement in the Writing Process Comments

The student

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

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

## Rubric for Assessing Student Writing: Dramatic Scene

|   |  |
|---|--|
| <p><b>Focus/Organization</b></p> <ul style="list-style-type: none"> <li>• The writing fulfills its purpose by telling a story through dialogue and stage directions.</li> <li>• The writing is appropriate to its intended audience.</li> <li>• The writing is in correct script format with characters, setting, stage directions, and dialogue.</li> </ul>  | <p><b>Comments</b></p> <p style="text-align: right;">Score ____ / 35</p> |
| <p><b>Elaboration/Support/Style</b></p> <ul style="list-style-type: none"> <li>• The setting and characters are listed and described correctly at the beginning of the script.</li> <li>• Stage directions are written clearly and appropriately throughout the script.</li> <li>• Dialogue is realistic and explains the plot and action of the play.</li> <li>• The conflict is communicated clearly through characters' dialogue.</li> </ul> | <p><b>Comments</b></p> <p style="text-align: right;">Score ____ / 35</p> |
| <p><b>Grammar, Usage, and Mechanics</b></p> <ul style="list-style-type: none"> <li>• The writing is free of misspellings, and words are capitalized correctly.</li> <li>• Sentences are punctuated correctly, and the piece is free of fragments and run-ons.</li> <li>• Standard English usage is employed where appropriate.</li> <li>• The paper is neat, legible, and presented in an appropriate format.</li> </ul>                        | <p><b>Comments</b></p> <p style="text-align: right;">Score ____ / 30</p> |

## Engagement in the Writing Process Comments

The student

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

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

## Listening Checklist

|   |                        |
|---|------------------------|
| <p><b>Before</b><br/>The student</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> cleared mind of other thoughts and distractions.</li> </ul>  | <p><b>Comments</b></p> |
| <p><b>During</b><br/>The student</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> looked at the speaker.</li> <li><input type="checkbox"/> focused on speaker's words.</li> <li><input type="checkbox"/> connected what he/she heard to own knowledge and experience.</li> <li><input type="checkbox"/> identified the main ideas.</li> <li><input type="checkbox"/> took notes if he/she needed to use the information later.</li> <li><input type="checkbox"/> did not interrupt.</li> <li><input type="checkbox"/> waited until after the speaker finished to ask questions and make comments.</li> </ul>   | <p><b>Comments</b></p> |
| <p><b>After</b><br/>The student</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> participated in the discussion.</li> <li><input type="checkbox"/> raised his/her hand to ask questions or make comments.</li> <li><input type="checkbox"/> was kind and respectful with comments.</li> <li><input type="checkbox"/> compared notes with a classmate to see if he/she understood the message.</li> <li><input type="checkbox"/> told the speaker what he/she heard using phrases such as, <i>So what I think you're saying is...</i>, <i>What I heard you say was...</i>, <i>Do you mean to say that...?</i></li> <li><input type="checkbox"/> stayed on topic during the discussion.</li> </ul> | <p><b>Comments</b></p> |

## Speaking Checklist

|   |                        |
|---|------------------------|
| <p><b>Voice</b></p> <p>The student</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> waited until everyone in the audience was focused on him/her.</li> <li><input type="checkbox"/> spoke loudly enough to be heard in the back of the room.</li> <li><input type="checkbox"/> spoke clearly so that each word was distinct.</li> <li><input type="checkbox"/> kept a steady tempo—didn't speak too slow or too fast.</li> <li><input type="checkbox"/> matched the tone of voice to tone of the passage.</li> <li><input type="checkbox"/> was relaxed and conversational.</li> </ul> | <p><b>Comments</b></p> |
| <p><b>Face</b></p> <p>The student</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> kept head up.</li> <li><input type="checkbox"/> looked at the audience, moving eyes from person to person.</li> <li><input type="checkbox"/> used facial expressions to express emotions conveyed in the speech.</li> </ul>   | <p><b>Comments</b></p> |
| <p><b>Body</b></p> <p>The student</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> made sure all audience members could see him/her and visual aids clearly.</li> <li><input type="checkbox"/> stood up straight and tall.</li> <li><input type="checkbox"/> made gestures with hands and arms to help describe speech.</li> <li><input type="checkbox"/> kept the audience's attention by acting out parts of speech where appropriate.</li> </ul>  | <p><b>Comments</b></p> |