

SRA High-Performance WRITING: A Structured Approach (© 2005 SRA/McGraw-Hill)
Practical Writing—Advanced Level

Scoring Rubric for a Friendly Letter
(to be used upon completion of Lesson 4)

Scoring the Sample

Give the student a score of 0 or 1 for each element at the emerging level.

Give the student a score of 2 or 3 for each element at the basic level.

Give the student a score of 4 for each element at the proficient level.

Give the student a score of 5 for each element at the advanced level.

Evaluating the Elements of a Piece of Practical Writing	
The author of this friendly letter.....	Points Earned
Organization	
Includes the writer's complete address and the date.	
Uses an appropriate salutation.	
Includes a multi-paragraph body.	
Uses an appropriate closing.	
Concludes the friendly letter with a signature.	
Content	
Opening sentence tells how much the author misses the friend.	
Opening paragraph gives reasons to explain why the friend is missed (2-3 sentences).	
Second paragraph tells about author's winter vacation (2-3 sentences).	
Paragraphs include questions about the reader's activities.	
Paragraphs include questions about how the reader feels about his or her activities.	
Style	
Provides sincere reasons to explain why the friend is missed.	
Uses specific vocabulary.	
Uses a variety of sentence structures (simple, compound, complex).	
Varies the first word of sentences.	
Shows his or her personal voice.	
Mechanics	
Uses correct format according to instructions.	
Uses correct punctuation.	
Uses correct capitalization.	
Uses conventional spelling at a developmentally appropriate level.	
Uses standard English (grammar).	
Total Points	

SRA High-Performance WRITING: A Structured Approach (© 2005 SRA/McGraw-Hill)**Narrative Writing—Advanced Level****Scoring Rubric for a Hero Quest
(to be used upon completion of Lesson 5)****Scoring the Sample**

Give the student a score of 0 or 1 for each element at the emerging level.

Give the student a score of 2 or 3 for each element at the basic level.

Give the student a score of 4 for each element at the proficient level.

Give the student a score of 5 for each element at the advanced level.

Evaluating the Elements of a Piece of Narrative Writing	
The author of this hero quest.....	Points Earned
Organization	
Writes an introductory paragraph that draws the reader into the story (beginning).	
Writes several related paragraphs to develop the rising action of the plot (middle).	
Writes a concluding paragraph that provides a denouement (outcome).	
Follows a logical sequence of events.	
Writes an attention-grabbing title related to the story.	
Content	
Describes the setting (where and when the story takes place).	
Develops major and minor characters by describing both physical appearance and personality attributes.	
Develops plot using challenges hero faces to build rising action and climax.	
Presents a believable denouement, including hero's feelings.	
Develops theme, either stated or implied.	
Style	
Maintains an appropriate balance between narrative and dialogue.	
Uses a variety of sentence structures (simple, compound, complex).	
Uses descriptive language to bring characters and setting to life.	
Uses figurative language (similes and metaphors)	
Maintains a consistent temporal order using time words.	
Mechanics	
Uses the conventions of capitalization.	
Writes dialogue in standard form.	
Uses conventional spelling at a developmentally appropriate level.	
Uses standard English (grammar), including contractions and possessives.	
Indents paragraphs.	
Total Points	

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Persuasive Writing—Advanced Level

Scoring Rubric for a Sales Pitch
(to be used upon completion of Lesson 8)

Scoring the Sample

- Give the student a score of 0 or 1 for each element at the emerging level.
 Give the student a score of 2 or 3 for each element at the basic level.
 Give the student a score of 4 for each element at the proficient level.
 Give the student a score of 5 for each element at the advanced level.

Evaluating the Elements of a Piece of Persuasive Writing	
The author of this sales pitch.....	Points Earned
Organization	
Uses correct format according to instructions.	
Opening captures the reader's attention.	
Develops related sentences to produce a middle.	
Includes an ending.	
Uses a logical sequence.	
Content	
Writes an opening that captures the customer's attention.	
Introduces and names the product or service at the beginning of the sales pitch.	
Mentions name of product or service several times.	
Emphasizes the best features of the product or service.	
Ends the sales pitch with a slogan.	
Style	
Uses language appropriate for intended audience.	
Uses precise and compelling adjectives to describe the product or service.	
Writes catchy slogan that highlights most important advertising feature.	
Uses figurative language (alliteration) and rhyme to help audience remember some of the sales pitch.	
Convincing language used.	
Mechanics	
Uses the conventions of capitalization.	
Uses the conventions of punctuation.	
Uses capitalization and punctuation for emphasis.	
Uses conventional spelling at a developmentally appropriate level.	
Uses standard English (grammar).	
Total Points	

SRA High-Performance WRITING: A Structured Approach (© 2005 SRA/McGraw-Hill)**Expository Writing—Advanced Level****Scoring Rubric for a Summary
(to be used upon completion of Lesson 4)****Scoring the Sample**

Give the student a score of 0 or 1 for each element at the emerging level.

Give the student a score of 2 or 3 for each element at the basic level.

Give the student a score of 4 for each element at the proficient level.

Give the student a score of 5 for each element at the advanced level.

Evaluating the Elements of a Piece of Expository Writing	
The author of this summary.....	Points Earned
Organization	
Uses opening sentence to introduce the subject and attract the reader's attention.	
Places details related to the main idea in the middle of the summary.	
Restates the main idea in the conclusion.	
Brings the summary to a satisfying conclusion in the closing sentence.	
Groups related ideas.	
Content	
Maintains consistent focus on the main idea.	
Concisely states the main idea of the passage.	
Uses judgment to select significant details.	
Combines ideas to condense information.	
Clarifies in simple terms the content of the original passage.	
Style	
Uses own words to develop ideas.	
Maintains the intent and accuracy of the original writer.	
Uses prepositional phrases to combine information.	
Uses compound sentences.	
Uses complex sentences.	
Mechanics	
Uses coordinating conjunctions correctly.	
Uses conventional spelling at a developmentally appropriate level.	
Uses the conventions of capitalization.	
Uses the conventions of punctuation.	
Uses standard English (Grammar).	
Total Points	

SRA High-Performance WRITING: A Structured Approach (© 2005 SRA/McGraw-Hill)
Descriptive Writing—Advanced Level

Scoring Rubric for Passage Describing an Occasion
(to be used upon completion of Lesson 4)

Scoring the Sample

- Give the student a score of 0 or 1 for each element at the emerging level.
 Give the student a score of 2 or 3 for each element at the basic level.
 Give the student a score of 4 for each element at the proficient level.
 Give the student a score of 5 for each element at the advanced level.

Evaluating the Elements of a Piece of Descriptive Writing	
The author of this passage describing an occasion.....	Points Earned
Organization	
Uses an opening sentence or paragraph that clearly introduces the topic.	
Develops related sentences in the middle paragraphs.	
Uses transition words and sentences to move the reader from one paragraph to the next.	
Follows a logical sequence and order.	
Uses a concluding sentence to bring closure to the passage.	
Content	
Uses descriptive details that involve at least three senses.	
Uses descriptive details for the people (physical appearance and personality traits).	
Uses descriptive details for the place.	
Uses descriptive details for the food (taste, smell, and texture).	
Gives a personal response to the subject.	
Style	
Uses specific nouns and verbs.	
Uses at least fifteen adjectives to modify nouns.	
Uses at least ten adverbs to modify verbs.	
Uses figurative language (onomatopoeia, similes, alliteration, metaphors).	
Uses a variety of sentence beginnings.	
Mechanics	
Indents paragraphs.	
Uses conventions of capitalization.	
Uses conventions of punctuation.	
Uses conventional spelling at a developmentally appropriate level.	
Uses standard English (grammar).	
Total Points	