

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

Scoring Rubric for an Invitation
(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 invitation.....	Points Earned
Organization	
Includes the writer's complete address and the date.	
Uses an appropriate greeting.	
Develops related sentences to produce a middle.	
Uses an appropriate closing.	
Concludes the invitation with a signature.	
Content	
Tells who the party is for in the first sentence.	
Tells why the party is happening in the first sentence.	
Writes a second sentence that tells where the party will take place.	
Writes a third sentence that tells when the party will take place (date and starting and ending times).	
Writes a closing sentence that tells about special activities that will take place at the party or any special items guest should bring.	
Style	
Uses a variety of sentence beginnings.	
Writes complete sentences (tells who or what and what happens).	
Presents invitation in letter format.	
Uses sentences that reflect the purpose for the writing.	
Shows his or her personal voice.	
Mechanics	
Uses conventional spelling at a developmentally appropriate level.	
Capitalizes <i>I</i> , first and last names, and the first word of sentences.	
Uses appropriate end punctuation.	
Uses commas correctly in the elements of the letter (date, city and state, greeting, closing).	
Correctly uses common verbs.	
Total Points	

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Practical Writing—Beginning Level

Scoring Rubric for a Thank You Letter
(to be used upon completion of Lesson 6)

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 thank you letter.....	Points Earned
Organization	
Includes the writer's complete address and the date.	
Uses an appropriate greeting.	
Uses an appropriate closing.	
Concludes the thank you letter with a signature.	
Places letter elements correctly on the page.	
Content	
Begins the letter by telling what the author is thankful for.	
Tells how the author will use the gift.	
Tells why the gift is special.	
Says something personal.	
Ends the letter by saying <i>thank you</i> in a different way.	
Style	
Uses a variety of sentence beginnings.	
Writes complete sentences (tells who or what and what happens).	
Adds words that tell <i>how</i> , <i>when</i> , or <i>where</i> to make sentences more interesting.	
Uses sentences that reflect the purpose for the writing.	
Shows his or her personal voice.	
Mechanics	
Uses conventional spelling at a developmentally appropriate level.	
Capitalizes <i>I</i> , first and last names, and the first word of sentences.	
Uses appropriate end punctuation.	
Uses commas correctly in the elements of the letter (date, city and state, greeting, closing).	
Correctly uses common verbs.	
Total Points	

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Narrative Writing—Beginning Level

Scoring Rubric for a Problem-Centered Circle Story
(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 problem-centered circle story.....	Points Earned
Organization	
Writes a title that gets the reader’s attention and gives the reader a hint about what will happen in the story.	
Includes a beginning paragraph.	
Includes one or more middle paragraphs.	
Includes an ending paragraph.	
Ends the story with the character back where he or she started.	
Content	
Includes a setting that tells when and where the story takes place.	
Includes dialogue.	
States the problem.	
States a solution to the problem.	
Describes the character’s feelings.	
Style	
Maintains a consistent first person point of view.	
Tells the story consistently in the past tense.	
Uses a variety of sentence beginnings.	
Uses adjectives to describe nouns.	
Illustrates the story by drawing a picture that matches the content.	
Mechanics	
Uses conventional spelling at a developmentally appropriate level.	
Capitalizes <i>I</i> , first and last names, and the first word of sentences.	
Uses correct punctuation to end declarative and interrogative sentences.	
Indents paragraphs.	
Uses quotation marks to indicate that someone is speaking.	
Total Points	

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

Scoring Rubric for a Summary
(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 Expository Writing	
The author of this summary.....	Points Earned
Organization	
Has a beginning sentence.	
Writes related sentences to develop a middle.	
Includes a closing sentence.	
Draws and labels a picture to help the reader remember the main ideas.	
Spaces words and sentences correctly, and uses margins to place writing on the page.	
Content	
Writes a beginning sentence that introduces the topic.	
Uses own words to concisely state the main ideas.	
Uses own words to give important facts.	
Combines sentences that share information.	
Writes a closing sentence that that tells the reader what the author summarized in the paragraph.	
Style	
Varies the first words of sentences.	
Combines sentences to omit extraneous information and eliminates redundancy.	
Uses specific vocabulary appropriate to the topic.	
Writes in the present tense.	
Illustrates the explanation by drawing and labeling a realistic picture.	
Mechanics	
Uses conventional spelling at a developmentally appropriate level.	
Capitalizes <i>I</i> , first and last names, and the first words in sentences.	
Uses periods to end telling sentences.	
Correctly punctuates a list.	
Uses present-tense verbs correctly.	
Total Points	

SRA High-Performance WRITING: A Structured Approach (© 2005 SRA/McGraw-Hill)**Persuasive Writing—Beginning Level****Scoring Rubric for a Sales Pitch
(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 Persuasive Writing	
The author of this sales pitch.....	Points Earned
Organization	
Includes a beginning statement.	
Includes a middle with related ideas grouped together.	
Includes an ending.	
Uses margins to place writing on the page.	
Spaces words and sentences correctly.	
Content	
Writes a beginning sentence that catches the audience's attention.	
Mentions the product name several times.	
Tells the best things about the product.	
Omits extraneous information.	
Ends the sales pitch with a slogan.	
Style	
Uses language appropriate for the intended audience.	
Uses figurative language (alliteration) and rhyme to help audience remember some of the sales pitch.	
Uses convincing words to tell about the product.	
Writes a catchy slogan.	
Uses strong adjectives to describe the product.	
Mechanics	
Uses conventional spelling at a developmentally appropriate level.	
Capitalizes <i>I</i> , first and last names, and the first word of sentences.	
Uses correct end punctuation.	
Uses verbs correctly.	
Uses standard English usage (grammar).	
Total Points	

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Descriptive Writing—Beginning Level

Scoring Rubric for a Five Sense Descriptive Paragraph
(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 five sense descriptive paragraph.....	Points Earned
Organization	
Writes a beginning sentence that tells the topic.	
Writes a middle with five related sentences that tell more about the topic.	
Writes a closing sentence.	
Uses a logical order.	
Varies the first words of sentences.	
Content	
Includes descriptive details that use the sense of sight .	
Includes descriptive details that use the sense of hearing .	
Includes descriptive details that use the sense of smell .	
Includes descriptive details that use the sense of taste .	
Includes descriptive details that use the sense of touch or feeling .	
Style	
Uses specific vocabulary to identify simple objects.	
Uses at least four adjectives to describe nouns.	
Uses at least three adverbs that tell how, when, or where.	
Uses at least one simile.	
Presents a clear picture to the reader.	
Mechanics	
Uses conventional spelling at a developmentally appropriate level.	
Capitalizes <i>I</i> and first and last names.	
Capitalizes the first word of sentences.	
Uses correct end punctuation.	
Indents paragraph.	
Total Points	