

**SRA High-Performance WRITING: A Structured Approach** (© 2005 SRA/McGraw-Hill)**Practical Writing—Intermediate 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.

<b>Evaluating the Elements of a Piece of Practical Writing</b>	
<b>The author of this friendly letter.....</b>	<b>Points Earned</b>
<b>Organization</b>	
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.	
<b>Content</b>	
Writes an opening sentence that tells the author misses the friend.	
Writes an opening paragraph that gives reasons to explain why the author misses the friend (uses 2-3 sentences).	
Writes a second paragraph that tells about what has happened at home since the friend moved away (uses 2-3 sentences).	
Writes a closing paragraph that tells about what has happened at school since the friend moved away (uses 2-3 sentences).	
Writes a closing sentence that anticipates a response.	
<b>Style</b>	
Asks questions that will generate responses from the reader.	
Shows his or her personal voice.	
Provides sincere reasons to explain why the friend is missed.	
Uses a variety of sentence structures (simple, compound, complex).	
Varies the first word of sentences.	
<b>Mechanics</b>	
Uses correct capitalization for proper nouns.	
Uses commas in dates and addresses.	
Uses appropriate end punctuation.	
Uses conventional spelling at a developmentally appropriate level.	
Uses standard English usage (grammar).	
<b>Total Points</b>	

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**Narrative Writing—Intermediate Level**

**Scoring Rubric for a Personal Narrative  
(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.

<b>Evaluating the Elements of a Piece of Narrative Writing</b>	
<b>The author of this personal narrative.....</b>	<b>Points Earned</b>
<b>Organization</b>	
Writes an introductory paragraph (beginning).	
Uses several paragraphs to develop the plot (middle).	
Has a concluding paragraph that provides a resolution to the problem (ending).	
Follows a logical sequence of order.	
Has an attention-grabbing title related to the story.	
<b>Content</b>	
Includes details about the setting (time and place where the story happens).	
Develops the characters by describing both physical appearance and personality attributes.	
States what was lost.	
Presents three attempts to find the lost item.	
Tells where lost item was found, if it was found, and the author’s feelings.	
<b>Style</b>	
Maintains a consistent first-person point of view.	
Adds descriptive words (adjectives) to bring characters and setting to life.	
Uses time words to establish and maintain correct temporal order.	
Varies the first words of sentences.	
Uses figurative language (similes, onomatopoeia, alliteration).	
<b>Mechanics</b>	
Uses correct capitalization in direct quotations.	
Uses quotation marks to indicate that someone is speaking.	
Uses commas and other punctuation correctly in direct quotations.	
Uses conventional spelling at a developmentally appropriate level.	
Indents paragraphs.	
<b>Total Points</b>	

**SRA High-Performance WRITING: A Structured Approach** (© 2005 SRA/McGraw-Hill)**Persuasive Writing—Intermediate 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.

<b>Evaluating the Elements of a Piece of Persuasive Writing</b>	
<b>The author of this sales pitch.....</b>	<b>Points Earned</b>
<b>Organization</b>	
Includes an opening statement.	
Introduces the name of the product.	
Includes a middle with related ideas grouped together.	
Includes an ending with a slogan.	
Uses carets to indicate editing additions.	
<b>Content</b>	
Writes an opening that captures the customer's attention.	
Uses the product name several times.	
Describes the product.	
Points out the best features of the product.	
Writes a catchy slogan.	
<b>Style</b>	
Uses language that appeals to the appropriate audience.	
Uses language that is convincing.	
Uses adjectives to describe nouns.	
Uses figurative language (alliteration).	
Uses rhyme to help customer remember some of the sales pitch.	
<b>Mechanics</b>	
Uses appropriate end punctuation.	
Uses correct capitalization for titles and proper nouns.	
Uses apostrophes in contractions and possessives.	
Uses conventional spelling at a developmentally appropriate level.	
Uses standard English usage (grammar).	
<b>Total Points</b>	

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**Persuasive Writing—Intermediate Level**

**Scoring Rubric for an Advertisement  
(to be used upon completion of Lesson 10)**

**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.

<b>Evaluating the Elements of a Piece of Persuasive Writing</b>	
<b>The author of this advertisement.....</b>	<b>Points Earned</b>
<b>Organization</b>	
Begins with a title.	
Identifies objective of advertisement (bake sale to raise funds for field trip to Space Center).	
Writes each piece of new information on a new line.	
Includes illustration(s).	
Uses color.	
<b>Content</b>	
Captures the reader’s attention with effective title.	
Uses key words that highlight important information.	
Uses short phrases and words.	
Illustrations relate to and support the goal of the advertisement.	
Includes informative details (location, time, prices).	
<b>Style</b>	
Uses catchy language that appeals to the appropriate audience.	
Uses adjectives to describe nouns.	
Remains consistent to purpose/theme of advertisement.	
Uses illustrations to catch customer’s attention.	
Uses color to catch customer’s attention.	
<b>Mechanics</b>	
Uses exclamation marks for emphasis.	
Uses correct capitalization for titles and proper nouns.	
Uses apostrophes in contractions and possessives.	
Uses conventional spelling at a developmentally appropriate level.	
Uses standard English usage (grammar).	
<b>Total Points</b>	

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

**Scoring Rubric for a Passage that Compares and Contrasts**  
**(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.

<b>Evaluating the Elements of a Piece of Expository Writing</b>	
<b>The author of this passage that compares and contrasts.....</b>	<b>Points Earned</b>
<b>Organization</b>	
Introduces the topic and states the intent of the passage in the opening sentence.	
Places details related to the topic in the middle.	
Includes a final sentence that summarizes the passage.	
Groups related ideas.	
Uses a logical sequence.	
<b>Content</b>	
Maintains consistent focus.	
States the similarities.	
States the differences.	
Combines ideas to condense information.	
Maintains a balance between the information given about the two items.	
<b>Style</b>	
Maintains accuracy of facts.	
Uses a variety of sentence structures (simple, compound, complex).	
Uses a variety of conjunctions to combine information in sentences.	
Uses the words <i>both</i> and <i>and</i> to show similarities.	
Uses the word <i>but</i> to show differences.	
<b>Mechanics</b>	
Indents paragraphs.	
Uses the conventions of capitalization for titles and proper nouns.	
Uses commas correctly in combined sentences.	
Uses conventional spelling at a developmentally appropriate level.	
Uses appropriate end punctuation.	
<b>Total Points</b>	

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

**Scoring Rubric for a Descriptive Passage with Spatial Order  
 (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.

<b>Evaluating the Elements of a Piece of Descriptive Writing</b>	
<b>The author of this descriptive passage with spatial order.....</b>	<b>Points Earned</b>
<b>Organization</b>	
Writes an opening sentence that clearly introduces the topic.	
Writes an opening sentence, detail sentences, and a closing sentence for each of four paragraphs.	
Uses the final sentence to bring closure by bringing all the ideas together in one final idea.	
Uses a logical spatial order starting with what writer sees in front.	
Uses transition words to move the reader from one detail to the next.	
<b>Content</b>	
Writes an opening sentence, detail sentences, and a closing sentence for each of four paragraphs.	
Writes a paragraph using at least 3 of 5 senses to describe what is in front	
Writes a paragraph using at least 3 of 5 senses to describe what is to the right	
Writes a paragraph using at least 3 of 5 senses to describe what is behind	
Writes a paragraph using at least 3 of 5 senses to describe what is to the left.	
<b>Style</b>	
Correctly uses at least five adjectives to modify and describe nouns.	
Correctly uses at least three adverbs to modify and describe verbs.	
Uses figurative language appropriately (simile, onomatopoeia, alliteration).	
Uses a variety of sentence structures (simple, compound, complex).	
Presents a clear picture to the reader.	
<b>Mechanics</b>	
Indents each new paragraph.	
Uses correct capitalization at the beginning of sentences and in proper nouns.	
Uses appropriate end punctuation.	
Uses conventional spelling at a developmentally appropriate level.	
Uses standard English usage (grammar).	
<b>Total Points</b>	