

Drag and Drop

Finish each sentence with a word from the list. Drag and drop the words in the boxes.

revision

rest

rubric

- a) _____ is another name for a scoring guide for writing.
- b) _____ is the third step in the writing process.
- c) After completing a first draft the writer should _____.

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Reading Passage

Many times, your teacher may rate your writing using an essay-scoring guide. This guide may also be called a rubric, and will list all the requirements your teacher will be looking for when he/she reads your writing. Many writing rubrics look for the following:

1. Ideas	Your ideas relate to the main topic throughout the story. You write with colorful details. You add details throughout the story.
2. Organization	Your focus stays on the purpose of the story. Thoughts progress logically. You use varied transitions.
3. Style	You use a variety of sentence beginnings, structures, and lengths. You include personal experiences. You use a lively voice.
4. Conventions	Your story contains correct sentences, usage, grammar, and spelling that make the writer's ideas understandable.



True or False

Are the following statements TRUE or FALSE? Use the circles to answer.

- Style is not very important when you are writing a paragraph or an essay.
TRUE FALSE
- Using a variety of sentence beginnings is a part of your writing style.
TRUE FALSE
- Each paragraph must have a purpose.
TRUE FALSE
- Rubric is not another name for a scoring guide.
TRUE FALSE

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Marking Rubric

Name: _____

	Level 1	Level 2	Level 3	Level 4
Understanding Concepts	Demonstrates a limited understanding of the concepts. Requires teacher intervention. <input type="checkbox"/>	Demonstrates a basic understanding of the concepts. Requires some intervention. <input type="checkbox"/>	Demonstrates a good understanding of the concepts. Requires no intervention. <input type="checkbox"/>	Demonstrates an excellent understanding of the concepts. Requires no intervention. <input type="checkbox"/>
Responses to the text	Expresses responses to the text with limited effectiveness; inconsistently supported by proof from the text. <input type="checkbox"/>	Expresses responses to the text with some effectiveness; supported by some proof from the text. <input type="checkbox"/>	Expresses satisfactory responses to the text with some effectiveness; supported by satisfactory proof from the text. <input type="checkbox"/>	Expresses thorough responses to the text with some effectiveness; thoroughly supported by proof from the text. <input type="checkbox"/>
Analysis of Concepts	Interprets various concepts from the text with limited, unrelated details and incorrect analysis. <input type="checkbox"/>	Interprets various concepts from the text with some details but also some incorrect analysis. <input type="checkbox"/>	Interprets various concepts from the text with satisfactory details and good analysis. <input type="checkbox"/>	Interprets various concepts from the text with excellent details and thorough analysis. <input type="checkbox"/>
Application of Concepts	Demonstrates a limited ability to apply various concepts from the text to activities, discussions, and situations. <input type="checkbox"/>	Demonstrates a basic ability to apply various concepts from the text to activities, discussions, and situations. <input type="checkbox"/>	Demonstrates a satisfactory ability to apply various concepts from the text to activities, discussions, and situations. <input type="checkbox"/>	Demonstrates a strong ability to apply various concepts from the text to activities, discussions, and situations. <input type="checkbox"/>

Total Score = /47