



Writer: _____



☐ = Great!
☐ = OK
☐ = Needs Work

| | Title: | Self | Peer | Teacher |
|----|--|------|------|---------|
| 1 | Read it aloud to yourself. Does it make sense? | | | |
| 2 | Added new information, or X out what you didn't want. | | | |
| 3 | Or did you do that don't look right. | | | |
| 4 | Presenting: 1 st Draft written in Writer's Notebook. | | | |
| 5 | Setting: Clear and focused on 1 place & events that could happen there. | | | |
| 6 | Organization: Has a clear beginning, middle, and end. | | | |
| 7 | Word Choice: Includes many strong verbs and adjectives to describe the story elements & help the reader visualize the story. | | | |
| 8 | Questions/Connections: answers What? Which? Where? Or When? Strong Lead hooks the reader. | | | |
| 9 | Middle/Body: Includes supporting details that make it easy for the reader to visualize the setting and events happening in the story. (sensory details: sight, sound, smell, taste, & touch) | | | |
| 10 | End/Conclusion: Shows a problem or wrap up description. | | | |
| 11 | Used complete sentences | | | |
| 12 | Capitalized -title, sentences, proper nouns | | | |
| 13 | Punctuation (, ! ?) is at the end of each sentence | | | |
| 14 | Spelling: Few errors, but not distracting to the reader. | | | |
| 15 | Name and date at top & pages are numbered | | | |

Peer Conference by _____

| Feedback | Questions / I wonder... | What to work on to improve |
|----------|-------------------------|----------------------------|
| | | |

Descriptive Essay Scoring Guide

Stephen Reid



Descriptive Essay Scoring Guide:

Practical Ideas for Teaching Writing as a Process Carol B. Olson, 1996-02 Contains a collection of specific classroom strategies suggestions for teaching writing to elementary school students according to an eight stage process Specific techniques for teaching each stage of the writing process descriptions of proven approaches for using these techniques are also included A wonderful resource a labor of love from a large talented group of educators Had its beginnings in the California Writing Project at the Univ of California Irvine Best Seller Illustrated **Contemporary's Scoring Guide for the GED Assessment Program**, 1988 Developing and Validating Test Items Thomas M. Haladyna, Michael C. Rodriguez, 2013-07-18 Since test items are the building blocks of any test learning how to develop and validate test items has always been critical to the teaching learning process As they grow in importance and use testing programs increasingly supplement the use of selected response multiple choice items with constructed response formats This trend is expected to continue As a result a new item writing book is needed one that provides comprehensive coverage of both types of items and of the validity theory underlying them This book is an outgrowth of the author's previous book Developing and Validating Multiple Choice Test Items 3e Haladyna 2004 That book achieved distinction as the leading source of guidance on creating and validating selected response test items Like its predecessor the content of this new book is based on both an extensive review of the literature and on its author's long experience in the testing field It is very timely in this era of burgeoning testing programs especially when these items are delivered in a computer based environment Key features include Comprehensive and Flexible No other book so thoroughly covers the field of test item development and its various applications Focus on Validity Validity the most important consideration in testing is stressed throughout and is based on the Standards for Educational and Psychological Testing currently under revision by AERA APA and NCME Illustrative Examples The book presents various selected and constructed response formats and uses many examples to illustrate correct and incorrect ways of writing items Strategies for training item writers and developing large numbers of items using algorithms and other item generating methods are also presented Based on Theory and Research A comprehensive review and synthesis of existing research runs throughout the book and complements the expertise of its authors The Testing Trap George Hillocks, 2002-04-12 Do statewide assessments really do what they are supposed to do Through interviews with over three hundred teachers and administrators Hillocks examines whether state writing tests in Illinois Kentucky Oregon New York and Texas actually improve students ability to express their thinking in writing Ultimately Hillocks argues that the majority of existing tests actually have a harmful effect on the way students are taught to write In addition to providing analyses of assessments that do not encourage good writing The Testing Trap contrasts them to those that do Concluding with practical procedures for examining and evaluating writing assessments this book is a provocative and essential read for administrators teachers policymakers parents and all who care about the education of our children **Resources in Education**, 1994-03

Otto E. Miller, Plaintiff-Respondent, Against Fred W. Smythe, Defendant-Appellant , The GED Essay: Writing Skills to Pass the Test Contemporary, 2002-02-12 Contemporary s The GED Essay Writing Skills to Pass the Test provides instruction and practice from sentence level grammar to building multi paragraph essays giving students complete guidance on the GED essay This text takes a developmental approach to the essay writing process by beginning with simple one paragraph essays and sentence level grammar moving to building multi paragraph essays Plenty of practice is offered giving students opportunities to further develop their writing skills Each chapter opens with sample GED essay questions and GED essays related to the chapters topic and themes Students will better understand topics and further their knowledge of the GED essay process by reading and critiquing sample essays provided Students are provided with an understanding of all different types of essays compare contrast cause and effect and argumentation are all addressed in separate chapters allowing students detailed study of each essay Practice exercises provide students ample opportunities to reinforce their skills An important skill for GED students is to learn about the GED essay process and strategies for writing an essay The text contains tips for developing a plan for writing an essay in the 45 minutes allowed during the GED exam A graphic organizer is available for students to chart their individual plan for the GED exam Each unit contains activities and exercises to reinforce topics and skills Types of exercises include sample essays genre feature graphic organizer traditional grammar writing prompts review revision recognition correction and many more

Writing and Grammar: Communication in Action Pearson/Prentice Hall, Joyce Armstrong Carroll, 2004 **Writing and Grammar: Ruby level (11)** , 2001 State adopted textbook 2001 2007 grade 11 Practical Ideas for Teaching Writing as a Process at the Elementary School and Middle School Levels Carol Booth Olson, 1996 **The Scott Foresman Grammar & Writing Book** , 2006 **Writing Achievement, 1969-79: Results From the Third National Writing Assessment, Volume III** Education Commission of the States, Denver, CO. National Assessment of Educational Progress, 1980 Results from the third national writing assessment of nine year old students conducted in 1979 by the National Assessment of Educational Progress NAEP are presented in this volume Chapter one provides highlights of the results of the test assessment which indicate both decline and improvement on different tasks in the writing performance of nine year old students Chapter two gives an overview of the NAEP assessments a discussion of the populations assessed a description of the written exercises and descriptions of the methods of scoring holistic primary trait analysis of rhetorical effectiveness and analysis of syntax and mechanics Chapter three provides an indepth discussion of the results and chapter four gives an overview of the writing of 9 year old 13 year old and 17 year old students Chapter five offers some observations about writing in the United States and suggests implications of the results of the assessment for instruction Appendixes include exercises documentation scoring guides and sample papers guidelines for syntax and mechanics analysis group results and exercises evaluated for primary trait and cohesion error frequencies for good and poor papers and selected groups and the background questionnaire and group responses to

background and attitude questions MKM Primary type of information provided by report Assessment Instrument Released Exercises Scoring Guides Results Exercise Level **Scott Foresman Reading Street** ,1985 **The Prentice Hall Guide for College Writers** Prentice Hall PTR,1995-02 Teaching Composition with the Prentice Hall Guide for College Writers. Resource Manual with Background Readings Stephen Reid,1998 **Teaching Composition with the Prentice Hall Guide for College Writers** Stephen Reid,2002 **POST Reading & Writing Test** John A. Weiner,1998 This report describes the methodology and results of that research pertaining to the Reading Writing Test Battery along with a ten year retrospective study of Reading Writing Test score predictions of students performance in the basic academy An overview of previous POST Reading Writing Test validation research is also presented along with a brief description of cumulative job analytic and empirical validity evidence for verbal ability tests in predicting performance in law enforcement occupations

A Resource Guide for Secondary School Teaching Eugene C. Kim,Richard Dean Kellough,1991 **The Registered Holistic Scoring Method for Scoring Student Essays** Diane Bloom,1985 **Mental Measurements Yearbook of the School of Education, Rutgers University** ,1998

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