

Im good at talking on my cell phone. What you have to do to become good at this, is by learning how to use it. First you pick up the phone and press the number you want. Second you wait till someone hello. Third you say is, the name of the person you're calling there. Then hopefully they'll be on the phone, you say wass up. Most likely they'll say nothing much. Then you get a conversation going. Talk about the latest gossip, or the guy or girl you like, or just something that both of you have interest in. After you are done talking, say good by and hang up. Thats how you use a cell phone.

“Useful Invention” / 8th Grade / Expository / Six Trait, 6-Point Rubric

Prompt: Think about an invention people use every day that is helpful or harmful. Explain how you use this invention, and how it is helpful or harmful to you.

<p><i>Ideas and Content</i> 4/3</p>	<p>The reader suspects minimal expenditure of effort in this piece about using a cell phone. “Painfully obvious” are words that come to mind. However, the message is clear, the support is accurate, although overly general. Detail emerges for a moment when the writer suggests possible conversation topics. Suggestions for this writer: 1) narrow the topic 2) include new information, more specific details 3) expand and develop the support.</p>
<p><i>Organization</i> 4/4</p>	<p>The structure is strong enough to support the main idea. A functional lead raises hopes for a humorous piece, but the conclusion feels abrupt—rather like a door slamming. Transitions are somewhat varied and work to keep the sequence in the process clear.</p>
<p><i>Voice</i> 3/4</p>	<p><i>Wassup?– Nothing much</i> -just about says it all! Even though the topic is as obvious as the cell phone in your pocket, there is a spark of voice in this piece. This reader hears an individual note, a glimpse of the person behind the words, who might do well to go all out and write a humorous piece on the subject of cell phone conversations.</p>
<p><i>Word Choice</i> 3/4</p>	<p>The words are natural sounding but a few awkward spots and overused pronouns cause the reader to stop and reread: <i>What you have to do to become good at this, is by learning how to use it.</i> On the other hand, the sentence that begins with <i>Talk about the latest gossip...</i> offers more precision in word choice.</p>
<p><i>Sentence Fluency</i> 3/4</p>	<p>When sentences contain grammatical slip-ups and missing words, raters try to give the piece a fair oral reading in order to “hear” the fluency without getting bogged down in grammatical or punctuation errors. In this short piece, too many sentences need rehearsing to find the flow. Even after giving the piece its best oral reading, many sentences do not read smoothly.</p>
<p><i>Conventions</i> 3/4</p>	<p>Nearly every line needs editing prior to publication, although the errors do not impair the message. Spelling and contractions for <i>you're</i> and <i>they'll</i> are accurate, but apostrophes are missing in <i>Im</i> and <i>thats</i>. Missing quotation marks and commas reflect the need for reviewing basic punctuation rules. The questionable use of capitals to begin sentences may be attributed to handwriting issues. Correctly indented first paragraph and fairly accurate spelling are demonstrated.</p>

“Useful Invention” / 8th Grade / Expository / Common Core Proficiency Check

Prompt: Think about an invention people use every day that is helpful or harmful. Explain how you use this invention, and how it is helpful or harmful to you.

Key: ☒ Proficient ☐ Not Proficient • Not Evident

<input type="checkbox"/>	W.8.2a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
<input type="checkbox"/>	W.8.2b	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
<input type="checkbox"/>	W.8.2c	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
<input type="checkbox"/>	W.8.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
<input type="checkbox"/>	W.8.2e	Establish and maintain a formal style.
<input checked="" type="checkbox"/>	W.8.2f	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<input type="checkbox"/>	L.3.1f	Demonstrate subject-verb and pronoun-antecedent agreement.
•	L.4.1g	Correctly use frequently confused words (e.g., to, too, two; there, their).
•	L.8.1b	Form and use verbs in the active and passive voice.
<input type="checkbox"/>	L.8.1c	Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
<input checked="" type="checkbox"/>	L.5.2a	Use punctuation to separate items in a series.
•	L.6.2a	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
<input type="checkbox"/>	L.8.2a	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
•	L.8.2b	Use an ellipsis to indicate an omission.
<input type="checkbox"/>	L.8.2c	Spell correctly.

Student Report

Smith, Robert

Robert's Middle School



Teacher: Sample Instructor

Grade: 8

T2 – 2013/2014 – May 7, 2014

Six Trait Evaluation

Ideas	Organization	Voice	Word Choice	Sentence Fluency	Conventions
3.5	4	3.5	3.5	3.5	3.5

Comments

If the writer is bored by his or her topic, it's almost certain the reader will be bored, too. Suggestions: 1) narrow the topic 2) include new information, more specific details 3) expand and develop the support. Get involved!

"Wassup?- Nothing much" -just about says it all! This reader hears an individual note, a glimpse of the person behind the words, who might do well to go all out and write a humorous piece on the subject of cell phone conversations. Write about something you care about, and your reader will "hear" your voice.

Some of the sentences contain grammatical slip-ups and missing words; practice reading your sentences aloud to find the ones that need work.

Missing quotation marks and commas reflect the need for reviewing basic punctuation rules. Hasty errors distract readers. Take the time to edit and revise your writing.

Common Core Proficiency Check

Standard		Evaluation or Grade
W.8.2a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	Not Proficient
W.8.2b	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	Not Proficient
W.8.2c	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	Not Proficient
W.8.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.	Not Proficient
W.8.2e	Establish and maintain a formal style.	Not Proficient
W.8.2f	Provide a concluding statement or section that follows from and supports the information or explanation presented.	Proficient
L.3.1f	Demonstrate subject-verb and pronoun-antecedent agreement.	Not Proficient
L.8.1c	Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.	Not Proficient
L.5.2a	Use punctuation to separate items in a series.	Proficient
L.8.2a	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.	Not Proficient
L.8.2c	Spell correctly.	Not Proficient