Chapter 4 Grading Rubrics for Final Drafts

Lesson 1 Writing Assignment

CONTENT = 35 points

1. The student wrote an essay that follows the outline below.

Outline

I. Some life truths seem backward or upside down.
- A. Jack Katz losing in practice to win in the real game
- B. Soldiers dying in war so we can live in freedom

II. Serve in order to lead
- A. George Washington and leaky tent incident (*See note 1)
- B. George Washington Carver and "bell boy" incident (*See note 2)

III. Faith can defeat "impossible" circumstances
- A. David and Goliath (*See note 3)
- B. Hans and the leak in the dam (*See note 4)

IV. Let something go to make it really yours
- A. Freedom in friendship
  1. A person must choose to be close to another.
  2. If not given a choice, a person is a captive, not a friend.
- B. Pets that run free and return to master/mistress
- C. Adult children and relationship with parents

V. Give and receive/hoard and lose
- A. Giving attitude
  1. Receive appreciation from others
  2. Receive friendships and good relationships
- B. Hoarding attitude
  1. Lose friends and relationships
  2. Lose happiness

Worth 10 points, ____ points earned

2. The student thoroughly developed each main point and subpoint. The student did not presume that the reader was familiar with the referenced stories (Jack Katz, George Washington, George Washington Carver, David and Goliath, Hans).
Worth 25 points, ____ points earned

STRUCTURE = 30 points

1. The student started a new paragraph for each main point.
Worth 20 points, ___ points earned

2. The conclusion leaves the reader with a sense of resolution and understanding of the thesis statement.
Worth 10 points, ___ points earned

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MECHANICS = 30 points

1. The sentence structures are correct. The student avoided or corrected sentence fragments, run-on sentences and rambling sentences.
   Worth 10 points, ___ points earned

2. The subjects and verbs agree in number and gender.
   Worth 10 points, ___ points earned

3. The pronouns have clear antecedents.
   Worth 5 points, ___ points earned

4. Punctuation, capitalization and spelling are correct.
   Worth 5 points, ___ points earned

OVERALL = 5 points

1. The student edited and proofed his essay, showing his work, to the best of his ability.
   Worth 3 points, ___ points earned

2. The essay could be published in a newspaper with little or no additional editing.
   Worth 2 points, ___ points earned

Lesson 3, Activity Question 15

(Wording may vary; "He" and "Him" refer to the other person, not the author)

Outline of "Pedal"

I. The author explains his view of "Him."
   A. "He" is described as a judge.
   B. "He" is described as a president.
      1. The author viewed "Him" as someone who kept track of people's rights and wrongs.
      2. The author thought "He" was someone who could be recognized but not really known.

II. The author viewed life as a bike ride.
   A. The author thought of God as riding on the back of the bike, helping pedal.
   B. The author explained a change in his life when he changed places with "Him."
      1. The author inferred that "He" suggested trading places.
      2. The author inferred that his life changed forever.

III. The author explained his life when he had control.
   A. His life was boring.
   B. His life was predictable.

IV. The author explained life when "He" had control.
   A. His life was delightful.
   B. His life was exciting.

V. The author explained lessons he learned with "Him" in control.
   A. The author learned trust.
   B. The author learned love.
   C. The author learned peace.
   D. The author learned acceptance.
   E. The author learned joy.

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VI. The author explained that "He" gave instructions to give away gifts.
  A. "He" described the gifts as extra baggage.
  B. The author was obedient.
  C. The author realized that when he gave away gifts, he received in return.
VII. The author explained his doubt in trusting "Him."
  A. The author was afraid "He" would wreck life.
  B. The author discovered that "He" knew some bike secrets.
    1. "He" knew how to maneuver sharp corners.
    2. "He" knew how to maneuver jumps.
    3. "He" knew how to fly over scary places.
VIII. The author explained how he came to accept a new style of life.
  A. He learned to be quiet and to pedal.
  B. He learned to enjoy the view and cool breeze.

Lesson 4, Activity Question 16

CONTENT = 20 points

1. The essay follows the sentences from Nora's outline (provided below).
   Worth 10 points, ____ points earned

2. The student provided appropriate and relevant details to "fill in" where the sentences were lacking in clarity and description.
   Worth 10 points, ____ points earned

Nora's Outlined Sentences

I. Appreciation is a key ingredient for a healthy relationship.
  A. Appreciation is one way of showing love.
    1. Expressing appreciation shows people they are important.
    2. When someone feels appreciated, he or she is encouraged to do better or to keep doing things well.
      a. The mother in the vignette needed to feel appreciated. If she had been, she might not have felt pressure to work so hard and ruin her health. She might also have had more peace of mind knowing that her sons loved her just the way she was.
      b. When my teacher told me she appreciated me, I felt encouraged to keep working hard at my academics.
II. Expressing appreciation opens communication and starts friendships.
  A. A girl let me go first in line at lunch. I said, "Thank you," and that started a great friendship.
  B. Dad told me he appreciated my attitude lately. After he said that, I felt more comfortable talking with him.
III. When we fail to express appreciation, we strain relationships.
  A. Relationships can become one-sided if one person is more appreciative than the other person.
  B. Communication is interrupted and can be lost when appreciation is not expressed.
    1. Feeling gratitude and appreciation toward someone is good, but expressing it by words and actions is critical for maintainig positive, meaningful relationships.
    2. Ruth felt unappreciated because she often helped Ann with her homework, but Ann rarely expressed gratitude. Eventually, Ruth's feelings became hurt, and she quit helping Ann. Before long, the two girls quit communicating all together, and a special friendship was lost.

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STRUCTURE = 40 points

1. The student followed Nora's outline.
   Worth 5 points, ___ points earned

2. The student added and rearranged words to "fill out" and smooth the essay.
   Worth 15 points, ___ points earned

3. Details, facts and examples fit where the student placed them (logical, sequential or chronological order) and they promote understanding of the topic.
   Worth 10 points, ___ points earned

4. The conclusion leaves the reader with a sense of resolution.
   Worth 10 points, ___ points earned

MECHANICS = 25 points

1. The student used correct grammar, avoiding slang.
   Worth 4 points, ___ points earned

2. The sentence structures are correct. The student avoided or corrected sentence fragments, run-on sentences and rambling sentences.
   Worth 4 points, ___ points earned

3. The student used a variety of sentence structures and lengths (simple, compound, complex, compound-complex).
   Worth 3 points, ___ points earned

4. Punctuation is correct.
   Worth 4 points, ___ points earned

5. Spelling is correct.
   Worth 4 points, ___ points earned

6. The subjects and verbs agree in number and gender.
   Worth 3 points, ___ points earned

7. The pronouns have clear antecedents.
   Worth 3 points, ___ points earned

OVERALL = 15 points

1. The student edited and proofed his composition, showing his work, to the best of his ability.
   Worth 10 points, ___ points earned

2. The composition could be published in a newspaper with little or no additional editing.
   Worth 5 point, ___ points earned

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Lesson 10, Activity Question 42

CONTENT = 35 points

1. The student discusses the courage of the tiger trainer.
   Worth 5 points, ____ points earned

2. The student includes the quote by Mark Twain, "Courage is resistance to fear, mastery of fear—not absence of fear."
   Worth 15 points, ____ points earned

3. The student uses the quote to support his thesis; or, the student effectively disputes the quote in his paragraph.
   Worth 15 points, ____ points earned

STRUCTURE = 35 points

1. The main idea is clearly stated in an effective introduction.
   Worth 5 points, ___ points earned

2. The body supports the main idea described in the introduction.
   Worth 5 points, ___ points earned

3. Supporting details, facts, examples and quotes are relevant to the main idea.
   Worth 10 points, ___ points earned

4. Details, facts, examples, and quotes fit where the student placed them, and they promote understanding of the main idea.
   Worth 10 points, ___ points earned

5. The conclusion is effective.
   Worth 5 points, ___ points earned

MECHANICS = 20 points

1. The student used correct grammar, avoiding slang.
   Worth 4 points, ___ points earned

2. The student avoided or corrected sentence fragments and run-on sentences.
   Worth 4 points, ___ points earned

3. Punctuation is correct.
   Worth 4 points, ___ points earned

4. Spelling is correct.
   Worth 4 points, ___ points earned

5. The subjects and verbs agree in number and gender.
   Worth 2 points, ___ points earned

6. The pronouns have clear antecedents.
   Worth 2 points, ___ points earned

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OVERALL = 10 points

1. The student edited and proofed his paragraph, showing his work, to the best of his ability.
   Worth 6 points, ___ points earned

2. The paragraph could be published with little or no additional editing.
   Worth 4 point, ___ points earned

Lesson 12, Activity Question 14

CONTENT = 35 points

1. The student discusses Aaron's response to the violin player.
   Worth 5 points, ____ points earned

2. The student includes the opinion of Aaron that "purity of motive and human nature do not co-exist."
   Worth 15 points, ____ points earned

3. The student uses Aaron's claim to support the thesis; or, the student effectively disputes Aaron's claim.
   Worth 15 points, ____ points earned

STRUCTURE = 35 points

1. The main idea is clearly stated in an effective introduction.
   Worth 5 points, ___ points earned

2. The body supports the main idea described in the introduction.
   Worth 5 points, ___ points earned

3. Supporting details, facts, examples and quotes are relevant to the main idea.
   Worth 10 points, ___ points earned

4. Details, facts, examples, and quotes fit where the student placed them, and they promote understanding of the main idea.
   Worth 10 points, ___ points earned

5. The conclusion is effective.
   Worth 5 points, ___ points earned

MECHANICS = 20 points

1. The student used correct grammar, avoiding slang.
   Worth 4 points, ___ points earned

2. The student avoided or corrected sentence fragments and run-on sentences.
   Worth 4 points, ___ points earned

3. Punctuation is correct.
   Worth 4 points, ___ points earned

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4. Spelling is correct.
   Worth 4 points, ___ points earned

5. The subjects and verbs agree in number and gender.
   Worth 2 points, ___ points earned

6. The pronouns have clear antecedents.
   Worth 2 points, ___ points earned

OVERALL = 10 points

1. The student edited and proofed his paragraph, showing his work, to the best of his ability.
   Worth 6 points, ___ points earned

2. The paragraph could be published with little or no additional editing.
   Worth 4 point, ___ points earned

Lesson 15 Writing Assignment (Assigned in Lesson 5)

CONTENT = 30 points

1. The student wrote an essay on the theme "Personal sacrifice is necessary to preserve life, liberty and our way of life (for posterity)." (See Lesson 5)
   Worth 10 points, ____ points earned

2. The student used the picture of Iwo Jima, the poem and the speech to generate thought, made evident by references in the essay. (See Lesson 5)
   Worth 5 points, ____ points earned

3. The student supported his thesis by referring to the picture of Iwo Jima, and by using examples or quotes from the poem and the speech (at least one from the poem and three from the speech). (See Lesson 10)
   Worth 10 points, ____ points earned

4. The student included a quote that opposes his thesis and disputed the quote effectively. (See Lesson 12)
   Worth 5 points, ____ points earned

STRUCTURE = 30 points

1. The essay contains at least five main points and at least two subpoints for each main point.
   Worth 5 points, ___ points earned

2. The student thoroughly developed each main point and subpoint, fully explaining each idea.
   Worth 5 points, ____ points earned

3. Supporting details, facts, examples and quotes are relevant to the main idea.
   Worth 5 points, ___ points earned

4. Details, facts, examples, and quotes fit where the student placed them, and they promote understanding of the main idea.
   Worth 5 points, ___ points earned

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5. The student made smooth transition from one idea to the next in a flowing, coherent manner.
   Worth 5 points, ___ points earned

6. The student effectively concluded his essay and left the reader with a sense of resolution and understanding of the thesis statement.
   Worth 5 points, ___ points earned

MECHANICS = 8 points

1. The student avoided or corrected sentence fragments, run-on sentences and rambling sentences.
   Worth 2 points, ___ points earned

2. The subjects and verbs agree in number and gender.
   Worth 2 points, ___ points earned

3. The pronouns have clear antecedents.
   Worth 2 points, ___ points earned

4. Punctuation, capitalization and spelling are correct.
   Worth 2 points, ___ points earned

OVERALL = 32 points

1. The student stayed focused on his topic.
   Worth 6 points, ___ points earned

2. The student developed each idea.
   Worth 7 points, ___ points earned

3. The student demonstrated coherence in the logical and smooth connection of ideas.
   Worth 7 points, ___ points earned

4. The student produced an authentic essay that gave "voice" to the student's unique perspectives.
   Worth 6 points, ___ points earned

5. The student demonstrated effective and correct use of grammatical and mechanical conventions (spelling, capitalization, punctuation, sentence structure).
   Worth 6 points, ___ points earned

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