

# Assessing Writing in **Non-ELA** Classrooms



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# What does the Scoring Guide look like?

Focus area

Level of proficiency

Topic:

	<b>Below Basic (D)</b> Little or no attempt a plan	<b>Basic (C)</b> Attempts a plan; plan sketchy	<b>Proficient (B)</b> Clear Plan	<b>Advanced (A)</b> Thorough Plan with useful details	Score
<b>Organization</b>	Topic Sentence is absent or unclear	Attempts a topic sentence	Topic Sentence clearly fits topic	Strong topic sentence clearly fits the topic	
	Facts are unclear	Facts are clear	Accurate facts	Facts are shared with confidence and emphasis	
	No or incorrect transitions	Transitions are not used effectively	Transitions fit the purpose	Transitions smoothly connect all ideas	
	No examples/explanations to support the topic	Few/Weak examples/ explanations to support the topic	Some good examples & clear explanations to support the topic	Many examples; significant evidence to support the topic	
	No or inappropriate conclusion	Weak conclusion	Solid conclusion restates topic sentence	Strong conclusion addresses the topic in new way	
<b>Content</b>	Not enough information; unclear information	Repeated information or it wanders from the topic	All information relates to the prompt/topic	Quality and quantity of information educates the reader	
	Inaccurate, confusing, or omitted examples	Incomplete examples; need further clarification	Examples/explanations help reader clearly understand the topic	highly accurate and, explanations, interesting examples and evidence	
	No clear connection to prompt/ topic	Accurate response, but topic is not developed enough	Clearly addresses the prompt/topic	Fully develops a prompt or topic	
				<b>Total Score</b>	

**Go!**

Write a topic sentence.

**Slow Down!**

Give a reason, detail, or fact. Use a transition.

**Stop!**

Explain. Give an example.

**Go Back!**

Remind the reader of your topic.

# Why should we all use this?

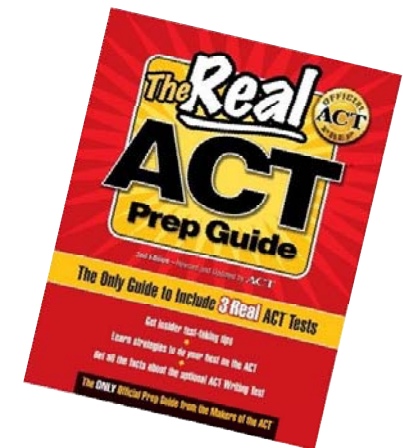


- **Consistency**

- Students get consistency in assessments
- Student achievement will improve across the board

- **Correlation**

- Correlates directly with the writing rubric on the ACT assessment
- Improved student writing scores



# Let's Practice

- Look at the student sample provided.
- Look at the rubric that you have been given.
- Score the work using the scoring guide.

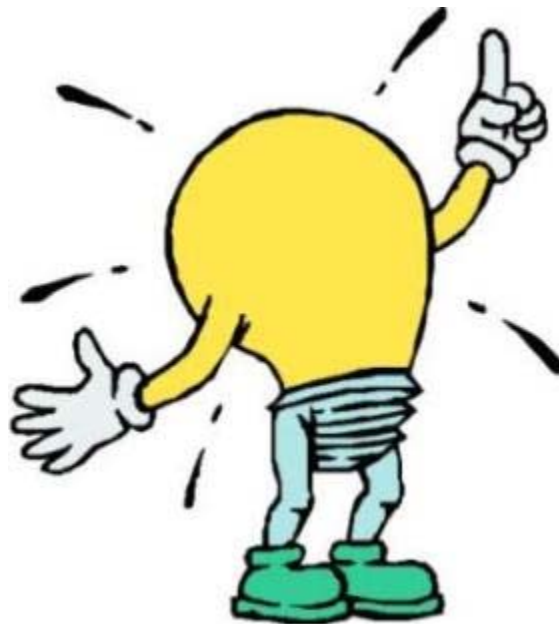
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					Total Score

# Prompt

Search for and read two short articles on smokeless tobacco. Use what you learn to write a clear opinion paragraph about smokeless tobacco.

topic?



audience?

purpose?

# Student Sample #1

When a substance is popular and easy to get, it is hard to turn it down. This is the problem with smokeless tobacco. Most students have several friends who use smokeless or chewing tobacco. No matter how popular or easy it is to get, no one should use it. First of all, it is habit forming. Those who chew put the tobacco between their cheek and gum. The idea is to let it sit there. As the mouth produces juices -spit- the nicotine from the tobacco is absorbed into the bloodstream through the tissues in the mouth. The problem is that nicotine is addictive. Once people are addicted, it is hard for them to quit. Smokeless tobacco is also dangerous. Serious illnesses like mouth and throat cancers come from chewing — using snuff or chewing tobacco. Chew can also increase a person's heart rate and blood pressure, which often leads to strokes. On a very basic level, smokeless tobacco makes a person's mouth and teeth look dirty and unappealing. For all sorts of good reasons, teens should stay away from this substance.

# Assessing this Sample

Topic: Opinion paragraph of smokeless tobacco

	Below Basic (D)	Basic (C)	Proficient (B)	Advanced (A)	Score
<b>Organization</b>	Little or no attempt at a plan	Attempts a plan; plan sketchy	Clear Plan	Thorough Plan with useful details	<b>A</b>
	Topic Sentence is absent or unclear	Attempts a topic sentence	Topic Sentence clearly fits topic	✓ Strong topic sentence clearly fits the topic	
	Facts are unclear	Facts are clear	Accurate facts	✓ Facts are shared with confidence and emphasis	
	No or incorrect transitions	Transitions are not used effectively	Transitions fit the purpose	✓ Transitions smoothly connect all ideas	
	No examples/explanations to support the topic	Few/Weak examples/ explanations to support the topic	Some good examples & clear explanations to support the topic	✓ Many examples; significant evidence to support the topic	
No or inappropriate conclusion	Weak conclusion	Solid conclusion restates topic sentence	✓ Strong conclusion addresses the topic in a new way		
<b>Content</b>	Not enough information; unclear information	Repeated information or it wanders from the topic	All information relates to the prompt/topic	✓ Quality and quantity of information educates the reader	<b>A</b>
	Inaccurate, confusing, or omitted examples	Incomplete examples; need further clarification	Examples/explanations help reader clearly understand the topic	✓ Highly accurate and, explanations, interesting examples and evidence	
	No clear connection to prompt/ topic	Accurate response, but topic is not developed enough	Clearly addresses the prompt/topic	✓ Fully develops a prompt or topic	
<b>Total Score</b>					<b>A</b>



## Student Sample #2

I have not tried it yet. I know lots of kids who chew. I wouldn't because they are always spitting. I saw a film about it in health class. doesn't seem like a good idea.

My advice to all would do not

# Assessing this Sample

Opinion paragraph of smokeless tobacco



Non-ELA Expository Paragraph Scoring Guide (no points) - Microsoft Word

File Edit View Insert Format Tools Table Window Help

Type a question for help

Normal + Arial 1 Arial Black 20

100% Read

Topic:

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	Topic Sentences are unclear	Attempts a topic sentence	Topic Sentence clearly fits topic	Strong topic sentence clearly fits the topic	
	Facts are unclear	Facts are clear	Accurate facts	Facts are shared with confidence and emphasis	
	No or inappropriate transitions	Transitions are not used effectively	Transitions fit the purpose	Transitions smoothly connect all ideas	
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D

D+

D

## Student Sample #3

Even though some teens think that smokeless tobacco is cool it can be harmful. Some think smokeless tobacco is safer than cigarettes. This is not true because the nicotine in one can of snuff equals 60 cigarettes. People who use smokeless tobacco have a 50% greater chance of getting cancer than someone who doesn't use it. Smokeless tobacco can also cause other problems. like gum line recedes, causes teeth decay. It can also cause yellow teeth and bad breath.

# Assessing this Sample

Topic: Opinion paragraph of smokeless tobacco

	Below Basic (D)	Basic (C)	Proficient (B)	Advanced (A)	Score
Organization	Little or no attempt at a plan	Attempts a plan; plan sketchy	Clear Plan	Thorough Plan with useful details	C
	<ul style="list-style-type: none"> <li>___ Topic Sentence is absent or unclear</li> <li>___ Facts are unclear</li> <li>___ No or incorrect transitions</li> <li>___ No examples/explanations to support the topic</li> <li>✓ ___ Strong or inappropriate conclusion</li> </ul>	<ul style="list-style-type: none"> <li>___ Attempts a topic sentence</li> <li>✓ ___ Facts are clear</li> <li>✓ ___ Transitions are not used effectively</li> <li>___ Few/Weak examples/ explanations to support the topic</li> <li>___ Weak conclusion</li> </ul>	<ul style="list-style-type: none"> <li>✓ ___ Topic Sentence clearly topic</li> <li>___ Accurate facts</li> <li>___ Transitions fit the purpose</li> <li>✓ ___ Some good examples &amp; clear explanations to support the topic</li> <li>___ Solid conclusion restates topic sentence</li> </ul>	<ul style="list-style-type: none"> <li>___ Strong topic sentence clearly fits the topic</li> <li>___ Facts are shared with confidence and emphasis</li> <li>___ Transitions smoothly connect all ideas</li> <li>___ Many examples; significant evidence to support the topic</li> <li>___ Strong conclusion addresses the topic in a new way</li> </ul>	
Content	Not enough information; unclear information	Repeated information or it wanders from the topic	✓ All information relates to the prompt/topic	Quality and quantity of information educates the reader	C
	<ul style="list-style-type: none"> <li>___ Inaccurate, confusing, or omitted examples</li> <li>___ No clear connection to prompt/ topic</li> </ul>	<ul style="list-style-type: none"> <li>✓ ___ Incomplete examples; need further clarification</li> <li>✓ ___ Inaccurate response, but topic is not developed enough</li> </ul>	<ul style="list-style-type: none"> <li>___ Examples/explanations help reader clearly understand the topic</li> <li>___ Clearly addresses the prompt/topic</li> </ul>	<ul style="list-style-type: none"> <li>___ highly accurate and, explanations, interesting examples and evidence</li> <li>___ Fully develops a prompt or topic</li> </ul>	
<b>Total Score</b>					<b>C</b>

# Student Sample #4

If friends asked me to try smokeless tobacco, I'd tell them no thanks. There are three good reasons to avoid this substance. First of all, it makes a person's mouth look and smell awful. It's usually easy to tell if people chew because their teeth are yellow and they spit a lot. The gums around their teeth can even bleed. A second reason to say no to smokeless tobacco is that it can cause cancer. It is just as dangerous as the tobacco that people smoke. The cancer can attack the mouth and throat but it can also get in the stomach or the bladder. Finally, chewing tobacco is very addictive. The tobacco is filled with nicotine one of the hardest habits to break. It just does not make sense. I want to look good and stay healthy so I'll say no to smokeless tobacco and encourage others to do the same.

# Assessing this Sample

Topic: Opinion paragraph of smokeless tobacco

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<b>Organization</b>	___ Topic Sentence is absent or unclear	___ Attempts a topic sentence	✓ Topic Sentence clearly fits topic	___ Strong topic sentence clearly fits the topic	<b>B</b>
	___ Facts are unclear	___ Facts are clear	___ Accurate facts	✓ Facts are shared with confidence and emphasis	
	___ No or incorrect transitions	___ Transitions are not used effectively	✓ Transitions fit the purpose	___ Transitions smoothly connect all ideas	
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	___ No or inappropriate conclusion	___ Weak conclusion	✓ Solid conclusion restates topic sentence	___ Strong conclusion addresses the topic in a new way	
<b>Content</b>	___ Not enough information; unclear information	___ Repeated information or it wanders from the topic	✓ All information relates to the prompt/topic	___ Quality and quantity of information educates the reader	<b>B</b>
	___ Inaccurate, confusing, or omitted examples	___ Incomplete examples; need further clarification	✓ Examples/explanations help reader clearly understand the topic	___ highly accurate and, explanations, interesting examples and evidence	
	___ No clear connection to prompt/ topic	___ Accurate response, but topic is not developed enough	✓ Clearly addresses the prompt/topic	___ Fully develops a prompt or topic	
	<b>Total Score</b>				<b>B</b>

## Again, why is this important?

- **Pushes** all students to reach higher achievement.
- Lets students know **exactly** why they received the grade they did.
- **Increases** teachers' expectations of students.

a Win/Win situation!