

Analytical Scoring - Assessing the Writing Process

Assessing	Problems/Questions	No Problems
Focus		
Does the essay stay on the topic assigned?	Yes, it mostly does.	Slight shift to talk on health.
Are the central points or questions clear to the reader?	Yes, he gave reasons for his opinion.	
How is each section/paragraph related to the central point?	Have details and examples.	
Development		
Is there a good beginning sentence?	Yes, but it could be more of an attention grabber.	
Is there a good ending sentence?	Yes, the analogy of grocery store to toy store was great.	
Can the reader understand the basic points or is additional information needed?	Yes, the basic points are understood.	More detailed info + descriptions would improve it.
Where might the reader raise questions or challenges?	The 3rd sentence veers away from the topic.	
Organization		
What is the general pattern of organization?		1-2-3-4-0
How are ideas grouped? Is there a logical sequence of subtopics or events?		Topic sentences Supporting details Clincher
At any point does the organization become unclear?	Yes. 3rd sentence does not belong.	

Style and Mechanics		
Is the tone appropriate?		Yes.
What sentences appear most effective?		The clincher is excellent.
What sentences could use the most work?	"For example sweet bread, chocolates, and fruit."	
Are there persistent grammatical/mechanical error patterns?		
Vocabulary		
Are words used appropriately in the essay?	Yes, they are appropriate, though basic.	
Do the words chosen add to the reader's understanding of the writer's ideas?		Over-simplified, narrow vocabulary
Does the writer use vivid and descriptive words?		No, mostly nouns, few adjectives or descriptive phrases.

Analyzing the Conventions of EAE		
Convention	Strengths	Error Patterns
Capitalization	<i>Good. Only one error.</i>	
Punctuation		<i>Some commas missing Apostrophe errors (2)</i>
Sentence Structure (fragments, parallelism, modification, etc.)		<i>one sentence fragment</i>
Usage (agreement, tense, reference, etc.)	<i>correct usage</i>	
Spelling		<i>4 spelling mistakes</i>

Instructional Writing Plan

Patterns of Errors (List the patterns of errors noted in the essay. Do not worry about order. You may or may not need to use the entire space.) When you are done, identify the first two things that you will work on with the student, as well as your reasons and the materials that you will use.

1. spelling (phonetic)
2. narrow vocabulary
3. lack of descriptive words
4. lack of focus
5. sentence structure (fragments)
6. lack of detail
7. apostrophes
8. _____
9. _____
10. _____

Priority 1	<u>Apostrophes</u>
Reason for Choice	<u>Easy rules to learn</u>
Strategies for Change	<u>Explain rules for use of apostrophes in possessives and contractions.</u>
Materials to Use (be specific)	<u>Handouts, PLATO lessons on apostrophes</u>
Priority 2	<u>Lack of descriptive words</u>
Reason for Change	<u>will give color and life to boring sentences. Will create a picture</u>
Strategies for Change	<u>Start with very basic sentences and expand them with descriptive words.</u>
Materials to Use (be specific)	<u>Poem words (cut up) to increase their creativity. "4" essays - examine them for descriptive vocabulary.</u>

I love to go to the grocery store.
In the grocery store we find healthy goods.
And that's pretty good, because if we eat healthy
goods we will be healthy. Also we find sweet
things. For example sweet bread, chocolates, and fruit.
Also going to the store is a form of distraction.
Going to the grocery store is like going to a toy
store for me.