

Analytical Scoring - Assessing the Writing Process

Assessing	Problems/Questions	No Problems
Focus		
Does the essay stay on the topic assigned?	No. The student did not follow the topic assigned. Topic assigned: <u>What did you do during the week?</u>	
Are the central points or questions clear to the reader?	There is a shift from the topic sentence. She included several irrelevant issues.	
How is each section/paragraph related to the central point?	There is no relationship between the first topic sentence and the rest of the writing piece. It addresses different topics.	
Development		
Is there a good beginning sentence?	The first sentence addresses the topic assigned, but it is not well developed (wrong choice of words).	
Is there a good ending sentence?	No. The conclusion is not related to the topic in general.	
Can the reader understand the basic points or is additional information needed?	No. The writing piece needs more detailed and relevant information. Student needs to focus on topic assigned.	
Where might the reader raise questions or challenges?	Students need to organize her ideas so that she stays within the topic assigned and provide the necessary information about the topic.	
Organization		
What is the general pattern of organization?	There is no organization of ideas. She went off the subject. It is a clear evidence of freewriting.	
How are ideas grouped? Is there a logical sequence of subtopics or events?	Because the student did not focus on the topic, the sequence is not there.	There are two sentences that fit together nicely, but are not relevant to the topic.

Instructor Name _____
Final Project for GED Writing Academy

At any point does the organization become unclear?	Yes. Immediately after the first sentence, the student went on to another subject.	
Style and Mechanics		
Is the tone appropriate?	Yes, but it lacks emotion. She sounds rather serious.	
What sentences appear most effective?	Although it needs revision, the sentence "I am a woman very happy with my family" appears to be more effective.	
What sentences could use the most work?	Almost all sentences could use some work.	
Are there persistent grammatical/mechanical error patterns?	Overuse of commas Verb tenses "... a person that have..." Omission of important vocabulary Wrong choice of words Capitalization problems	
Vocabulary		
Are words used appropriately in the essay?	No. She chooses the wrong words for developing her sentences.	
Do the words chosen add to the reader's understanding of the writer's ideas?	No. There is an important lack of vocabulary that would help with the understanding of the topic.	
Does the writer use vivid and descriptive words?	She used words like "special", "patience" and the phrase "a new life" to describe her ideas.	

Instructor Name
Final Project for GED Writing Academy

Analyzing the Conventions of EAE		
Convention	Strengths	Error Patterns
Capitalization		Student capitalizes regular words in the middle of her sentences.
Punctuation	Makes an attempt to use correct punctuation marks, but overuses commas.	Overuse of commas
Sentence Structure (fragments, parallelism, modification, etc.)		Some sentences are fragments like "I begin a new life or better" "Always of my job, my house or my job. My school.
Usage (agreement, tense, reference, etc.)		Student shows evidence of the Spanish Language word order. It seems that she thinks in Spanish and writes in English the same way.
Spelling	Good speller	

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. Spanish Language word order is used when attempting to write in English.
2. Punctuation marks
3. Capitalization
4. Sentence development
5. Lack of vocabulary
6. Focus: off topic
7. Freewriting

Priority 1	Capitalization
Reason for Choice	Student capitalizes regular words in the middle of her sentences and this tends to confuse the reader. She needs to know when to capitalize the words.
Strategies for Change	Review rules for capitalization. Write examples on chart paper. Use writing samples to find examples of capitalized words. Practice capitalizing words on a worksheet
Materials to Use (be specific)	Chart paper Magazines Newspapers Textbooks Worksheet
Priority 2	Sentence structure: word order
Reason for Change	Student shows evidence of the Spanish Language word order. It seems that she thinks in Spanish and writes in English the same way. This confuses the English speaking reader. Student needs to know and see the difference between the two languages.
Strategies for Change	Review the rules and patterns for word order. Show examples and write them on the board. Have student write the same sentences on their notebook so she can have the feel for writing in English correctly. Cut out sentence strips in sections for student to arrange in order.
Materials to Use (be specific)	Magazines, newspapers, books, etc. Manila sentence strips

What did you do this week?

In this week I have very work, all the time work and my time free

I need and want to be with my baby more time really I try of to be

Fine. I'm a person that have very little time

For go a patty's. I begin a new life or better,

always of my job, my house or my job, my

School. I'm a woman

Very happy with my family.

they are a persons very Specials.

Thank you For your Pa Patience

11

X

XX