



OPINION PARAGRAPH GRADING GUIDELINES

Name _____

	4	3	2	1
Topic Sentence	Opinion is clearly stated and grabs the reader's attention.	Opinion is stated, but does not grab the reader's attention.	Opinion is stated, but is not clear.	Topic sentence either does not state an opinion or is not included.
Supporting Details	Facts, details, and examples are skillfully used to support the topic sentence. At least three supporting reasons are included.	Facts, details, and examples are used, but not always in support of the topic sentence. At least three supporting reasons are included.	Supporting reasons have few facts, details, and examples, and do not support the topic. Less than three supporting reasons included.	Supporting reasons lack facts, details, and examples, and do not support the topic sentence or are not included.
Closing Sentence	Closing sentence restates the topic sentence or draws a conclusion.	Closing sentence is unclear or too similar to the topic sentence.	Closing sentence is unclear and unrelated to the topic sentence.	Closing sentence is not included.
Structure	Sentences are complete and varied. Linking words used to connect ideas.	Sentences are complete but lacked variation. Some linking words used.	Some sentences were incomplete. Few linking words used.	Many sentences were incomplete. Few or no linking words were used.
Mechanics	Paragraph is free from grammar, punctuation, spelling, and capitalization errors.	Paragraph includes a few grammar, punctuation, spelling, and capitalization errors.	Paragraph includes some grammar, punctuation, spelling, and capitalization errors.	Paragraph includes many grammar, punctuation, spelling, and capitalization errors.
Legibility	Paragraph is neatly written and easy to read.	Paragraph is mostly neatly written and easy to read.	Paragraph is difficult to read in some places.	Paragraph is difficult to read.
Comments				TOTAL:

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**Sharon Vaughn, Candace S. Bos, Jeanne
Shay Schumm**



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NAEP Scoring of Twelfth-grade Persuasive Writing, 2000 **Teach Writing Well** Ruth Culham, 2018 Ask great writers what the key to writing well is and they will tell you revision Author Ruth Culham both a successful writer and writing teacher understands the challenges elementary teachers face when teaching writing and revision and now shares her knowledge in *Teach Writing Well* How to Assess Writing Invigorate Instruction and Rethink Revision Divided into two parts Culham's book provides ways to teach that are both accessible to the teacher and student You will find techniques to assess writing that are practical and results driven Inside you'll discover Culham's traits of writing and how to use them to read and assess student work Ways to guide revision decisions using these traits as common language How to address challenges students may face within the different modes of writing narrative expository and persuasive Strategic lessons to teach the writer that scaffold students towards making their own craft decisions A chapter on mentor texts which can be used to model traits and key qualities for your students *Teach Writing Well* pulls best practices together and shows writing with fresh eyes

Measuring Writing: Recent Insights into Theory, Methodology and Practice Elke van Steendam, Marion Tillema, Gert Rijlaarsdam, Huub van den Bergh, 2012-11-20 This volume provides a state of the art overview of theory methodology and practices in the assessment of writing The focus throughout the book is on the construct of writing and its assessment what constitutes writing ability and how can it be defined in various contexts This question cannot be answered without looking into the methodological question of how to validate and measure the construct of writing ability Throughout the book therefore discussions integrate theoretical and methodological issues A number of chapters discusses whether varying definitions and varying operationalizations of writing ability are needed in various contexts such as formative assessments versus summative assessments large scale assessments versus individual assessments different tasks different genres and different languages but also different age groups A range of rating methods is investigated and discussed in this book The ongoing debate on holistic versus analytic ratings and the different underlying conceptions of writing proficiency is a pertinent matter on which a number of chapters in this volume shed new light The matter is discussed and analyzed from various angles such as generalizability of judgements and usability in formative contexts Another fundamental debate concerns computer scoring of written products A nuanced discussion of its validity is presented in this volume Teaching First-Year College Students Bette LaSere Erickson, Calvin B. Peters, Diane Weltner Strommer, 2009-11-24 *Teaching First Year College Students* is a thoroughly expanded and updated edition of *Teaching College Freshmen* which has become a classic in the field since it was published in 1991 The book offers concrete suggestions about specific strategies and approaches for faculty who teach first year courses The new edition is based on the most current research on teaching and learning and incorporates information about the demographic changes that have occurred in student populations since the first edition was published The updated strategies are designed to help first year students adjust effectively to both the academic and

nonacademic pressures of college The authors also help faculty understand first year students and show how their experiences in high school have prepared3 4or not prepared3 4them for the world of higher education **40 Rubrics & Checklists** Adele Fiderer,1999 Help students achieve their best with expert forms of measuring reading and listening comprehension story character analysis personal experience essays and more Illustrations throughout *New York Court of Appeals. Records and Briefs.* New York (State)., **Education Statistics Quarterly** ,2000 Resources in Education ,1988 *Dear Parent* ,1998 **Manual** American Railway Engineering Association,1921 **Manual of the American Railway Engineering Association** American Railway Engineering Association,1921 **Tests** Richard C. Sweetland,1991 Revises the information in the second edition and presents over 700 new or revised tests The Psychology section contains 20 subsections Education has 54 subsections and Business has 13 subsections Does not contain reliability validity and normative data Use the complementary Test Critiques series for this information **Yes, No, Maybe So** Jenna Kaye Lindsey,2008 **The Journal of Abnormal and Social Psychology** ,1960 McGraw-Hill's GED Short Course , Writing Assessment Handbook, Grade Eight Francie Alexander,California. Department of Education,1990 Reflects philosophy of Model Curriculum Guide for the English Language Arts K 8 *Teaching Students who are Exceptional, Diverse, and at Risk in the General Education Classroom* Sharon Vaughn,Candace S. Bos,Jeanne Shay Schumm,2007 Based on the belief that even small accommodations make a difference in the success of students with disabilities this text provides classroom teachers with the knowledge tools and practical strategies that will empower them to spark learning in every student From students with disabilities culturally diverse students and students with limited English proficiency to economically disadvantaged students Vaughn Bos Schumm provides teachers with the tools they need in their diverse classrooms Revised to reflect recent changes in the law IDEA 2004 a new chapter on Developing Independence in Learning an all new Tech Tips features that has received rave reviews a revised chapter Managing Student Behavior that emphasizes school wide behavior management and positive behavioral support an expanded chapter on Collaborating and Coordinating with Other Professionals and Family Members with increased coverage of co teaching a revised chapter on Planning and Grouping Strategies for Special Learners that reflects an increased emphasis on grouping and expanded coverage of secondary education via chapter opening interviews new photos and new examples throughout the text **Report of the Grading Commissioner for the Department of Posts and Telegraphs** Nigeria. Grading Commissioner for the Department of Posts and Telegraphs,1956 *Resources in Education* ,1997 **New Cambridge GED Program** Prentice Hall,1995-09 This Exercise Book for the Writing Skills Test Part Two can help you prepare for the essay that makes up Part II of the GED s Writing Test You can use it along with either the New Revised Cambridge GED program Comprehensive Book or the New Revised Cambridge GED Program Writing Skills

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