Writing Assessment

How does Sandra Cisneros carefully balance the words and details used to explain her family's effect on her development for her audience?

* 1 – name the effect. This effect will be her central idea.
* 2 – state how she builds her piece to create the effect

A. Order of details. (Inductive? Deductive? Chronological? Compare/Contrast? Cause/Effect? A mixture?)

B. CONSTRASTS she creates. (TONE)

C. IMAGERY created (VOICE)

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|  | Performance level 2  (5 points) | Performance Level 1  (3.5 points) | Performance level 0  (2.5 points) |
| Understanding of Central Idea (RI 2) | Student completely articulated a defensible interpretation of the central idea. | Student identifies a central idea, but it may be incompletely articulated or not completely defensible. | The student did not identify a central idea or identified an indefensible interpretation. |
| Effect of Organization  (RI 3; RI5) | Student adequately explains how the author unfolds series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them | Student explains how the author orders her ideas but doesn’t fully connect to the central idea or demonstrate the relationship between ideas. | The student does not indicate an understanding of the effect of organization on the central idea. |
| Effect of Tone and Imagery  (RI 4) | Student adequately explains the cumulative impact of specific word choices on meaning and tone | Student identifies tone, but does not fully show how the tone is created and/or how the tone impacts the central idea. | The student does not indicate an understanding of tone or its effect on the central idea. |
| Quality of Details (RI 1) | The student selected the appropriate amount of the **best** details for supporting their position. | The student selected some details but they were not fully adequate for supporting the student | The student selected no details or completely irrelevant details. |
| Writing Quality (W4; L1) | Response is coherently written with few or no errors in standard English conventions. Organization is effective. | Response is written with limited errors in standard English conventions. Errors Response may not be well organized or coherent.  (Sentence structure errors which do not limit comprehension) | Response is poorly crafted with many errors in standard English conventions. Comprehension is limited due to errors.  (There/Their/They’re errors)  (Verb ending errors)  (Possessive errors)  (Sentence structure errors which limit comprehension) |