

## U-Pass Direct Writing Assessment

Ideas and Content	The response was evaluated for the clarity of the position stated by the individual. Do the supporting details help develop the student's position? Does the student acknowledge other perspectives on the topic?
Organization	The response was evaluated for effective organization. Did the student write an introduction and a conclusion to support the main idea? Are transitions effective?
Voice	The response was evaluated for effective use of voice. Does the response indicate the writer's personal involvement with the topic and an awareness of the audience?
Word choice	The response was evaluated for quality of word choice. Do the selected words and phrases effectively convey the student's ideas?
Sentence Fluency	The response was evaluated for quality and variety of sentence structure. Does the response demonstrate both simple and complex sentence structure? Do the sentences flow together smoothly?
Conventions	The response was evaluated for the use of correct grammar, capitalization, punctuation, usage, spelling and paragraphing.

### Idea and Content

5- The writing is clear, well- developed, and full of important, intriguing details

3- The writer has made a solid beginning. It's easy to see where the piece is headed, though more expansion is needed.

1- Sketchy, loosely focused information forces the reader to make inferences. The main topic is unclear; the reader doesn't know what the writer is trying to say.

### Organization

5- The order, presentation and structure of the piece are compelling and guide the reader purposefully through the text with an introduction and a conclusion.

3- The order allows the reader to move through the text without confusion

1- Ideas, events or details seem loosely strung together; there is no real lead and no real conclusion. The reader feels lost or confused.

### Conventions

5- Errors are so few and minor a reader might skip over them. The text appears edited and polished.

3- There are enough errors to distract the reader. The text reads like a second draft; editing is needed before publication.

1- Errors are frequent and distracting. The text reads like a rough draft; extensive editing is needed before publication.

# Checking a Written Paper for Ideas and Content

*Organization*

*Conventions*

## Ideas and Content

- Does the paper have a beginning sentence and introduction paragraph stating what the paper is going to be about?
- Can you identify the ideas that the paper is going to be about?
- Are there supporting paragraphs and information?
- Did the writer include details for each idea?
- Can you identify the conclusion or does the paper just stop?
- As a reader, can you make sense of what the writer is trying to say?

## *Organization*

- Is there a beginning, middle and concluding paragraph?
- Does the beginning introduce the topic and give the reader an idea of what they will be reading about?
- Do the middle paragraphs support the ideas introduced in the beginning paragraphs?
- Can you read the body of the paper without having to jump back and remember information from another part of the paper?
- Are the ideas linked together with strong transitions that make sense?
- Do you feel confused after reading the paper?

## *Conventions*

- Are there spelling errors?
- Have they used capital letters at the beginning of sentences, with proper nouns and other appropriate places?
- Are there periods and commas used where necessary?
- Is the paper free of MSN language like "2" for "to"?
- How many errors are there? Too many? Just a few? None?
- Did the writer avoid using run-on sentences connected with "and" or "then" or "so"?



## Editing Checklist

- ✓ Circle words I am unsure of
- ✓ Check “there”, “their” and “they’re”
- ✓ Check “know” and “no”
- ✓ Replace “a lot” with “much” or “many”
- ✓ Check “to”, “two” and “too”
- ✓ Check paragraphing. Break long ones or meld short ones.
- ✓ Use apostrophes to show possession
- ✓ Use capitals at the beginning of sentences or proper names
- ✓ Use a colon to begin list
- ✓ Put a comma after the salutation of a letter
- ✓ Start a new paragraph when you have a new speaker
- ✓ Keep the voice consistent (1<sup>st</sup>, 2<sup>nd</sup>, or 3<sup>rd</sup>, person)
- ✓ Check verb tenses
- ✓ Softly read each word out loud. Does it make sense when you read it?
- ✓ Watch for spelling errors

## Julie's Story

Name: \_\_\_\_\_ Period \_\_\_\_\_ Date: \_\_\_\_\_

Directions: As you read the story, underline the safety hazards within the story. Below each hazard, write what would have been a safer way to have done things.

Fried eggs are Julie's favorite breakfast food. After she helped her little sister get dressed one Saturday morning, she sat down at the table to visit as her mother was mixing orange juice. Julie's mother asked her to make the fried eggs and toast because she had to go to work.

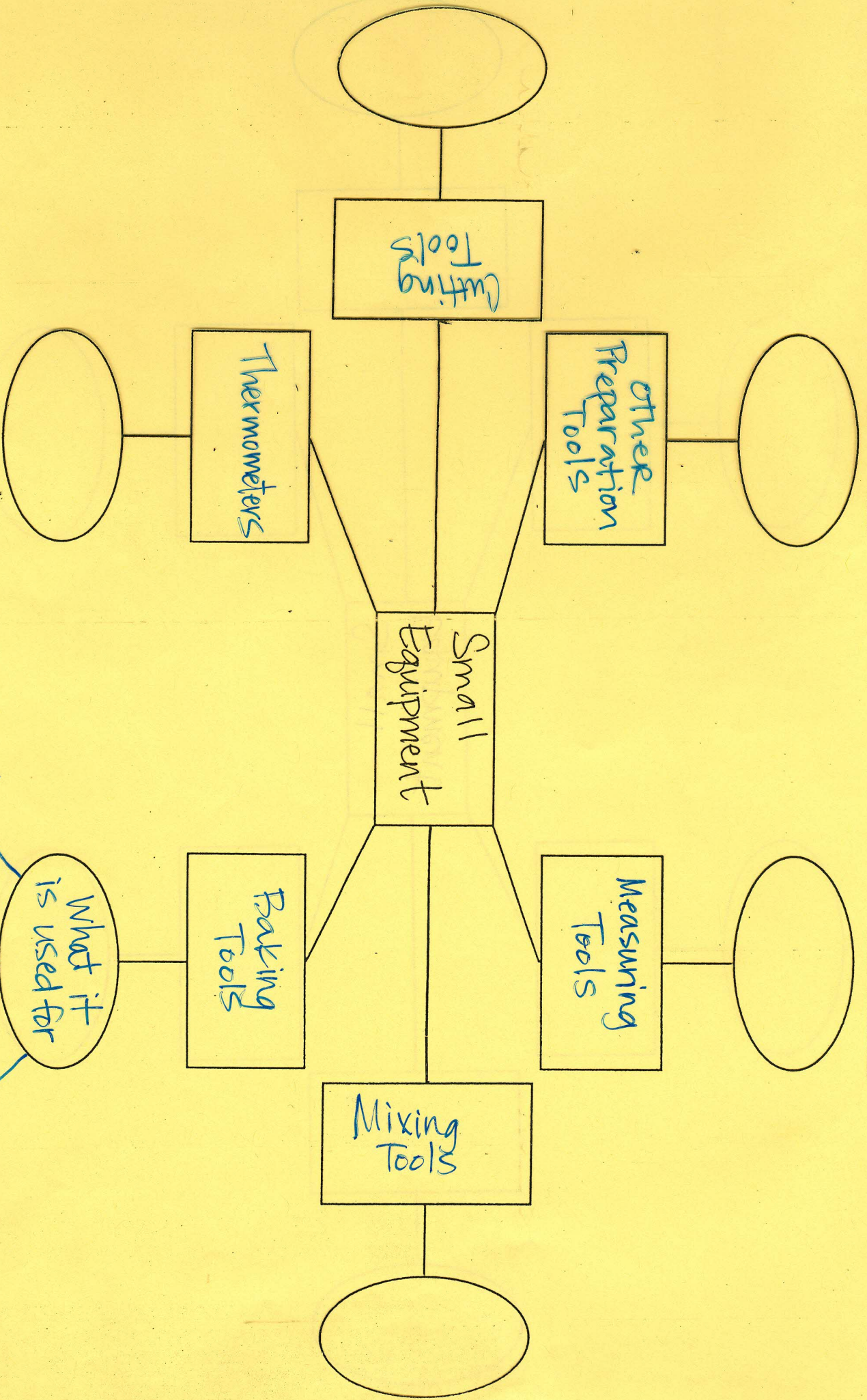
Julie first washed her hands but could not find a towel to dry them. Since the clean towels were in the basement she decided to let her hands air dry while fixing the eggs. She plugged the electric fry pan cord into the wall then into the fry pan and put some bread in the toaster. The fry pan didn't seem to be heating very fast. With some investigation, Julie noticed the cord was cracked and a wire was beginning to show through. She put some masking tape around the worn place on the cord. The fry pan still wouldn't get very hot so Julie got out the barbeque. When the charcoal was hot she put some margarine and eggs in a frying pan.

After the toast popped up, Julie used a fork to pull it out because it was caught in the slot. Suddenly a terrible aroma darted past her nose- like burning rubber or plastic. Julie noticed the fry pan cord was smoking so she hurriedly yanked it out of the outlet. The cord had melted against the fry pan.

Julie's breakfast wasn't very successful. Even so, she decided to scrub the kitchen so that her mother wouldn't be too upset. As she started to put the food away, she noticed some ants crawling underneath the table. She rushed to get the insect killer and thoroughly sprayed

the floor. When the food was put away, Julie got the pine cleaner and ammonia out from behind the vegetable oil, mixed them together and mopped the floor. There was so much of her mixture left that she put it in a milk jug under the sink.

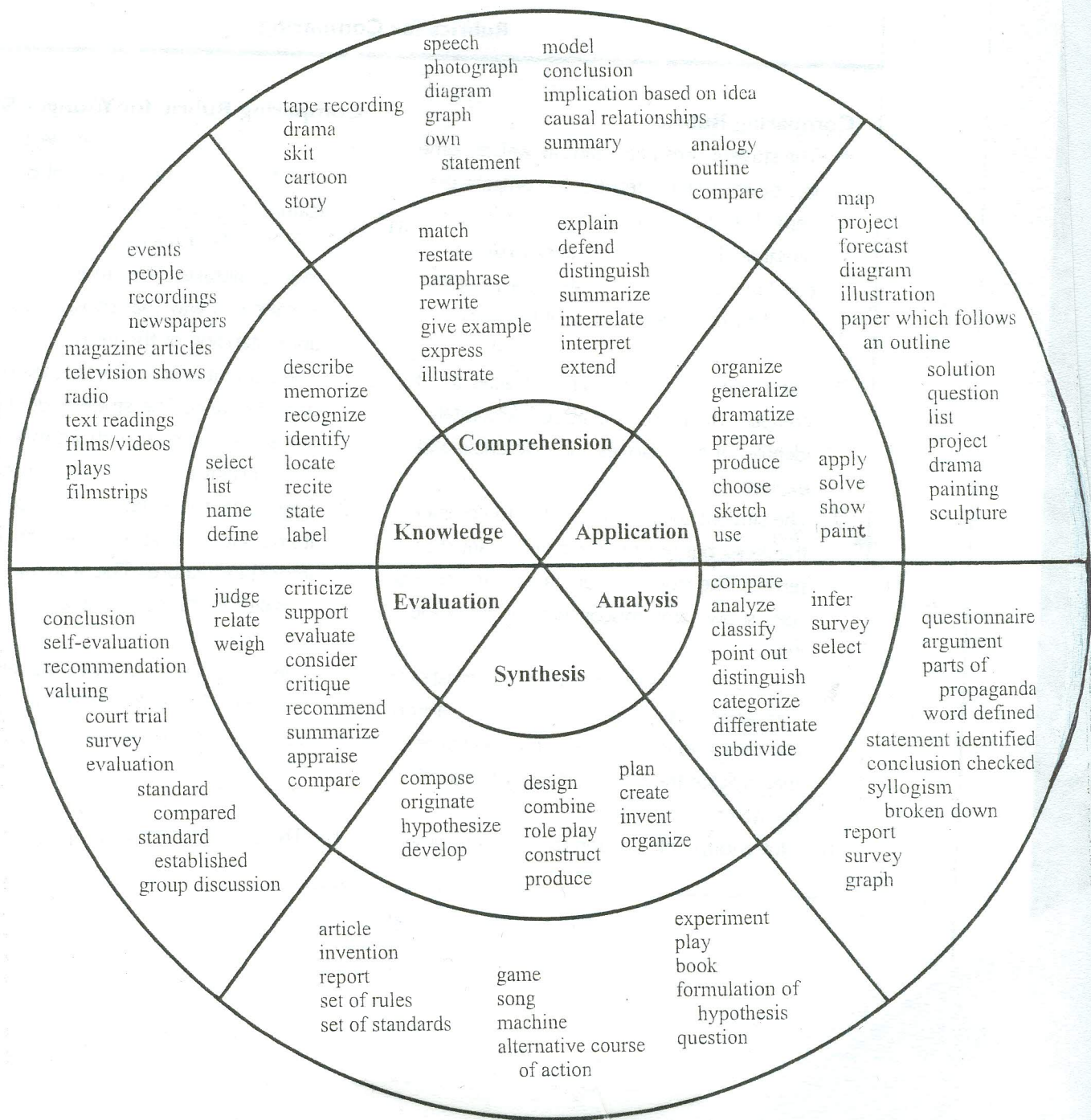
That evening she went into the TV room where her mother was about to use the old Hoover vacuum to clean up some water. As Julie's mother plugged the cord into the outlet that had six other cords coming out of it, Julie told her mother about breakfast. Julie's mother told her that she'd just have to be more careful in the future.



Name:

Class:

# Bloom's Taxonomy Question & Task Design Wheel



Name: \_\_\_\_\_

Chapter 5 Food and Fitness  
Overall Nutrition

**Directions:** In the column labeled *me*, place a check next to any statement to which you believe is correct. During your reading of the text, place a check in the column labeled *text*, if the statement is correct. During your reading, if you find the statement is incorrect, *re-write a correct statement* underneath the original.

ME	TEXT	STATEMENTS
		1. Our body types, including our weight and size, can be determined just as much by our genetic make-up as is can be by what we eat and how well we take care of ourselves.
		2. A healthy weight means that you are comfortable with what you weigh. It means that you are working within a set goal weight prescribed by the charts doctors use to determine what you should weigh.
		3. A waist to hip ratio helps to measure a persons body type. You can use this to determine what a healthy weight should be.
		4. Popular fad diets are a good way to lose weight quickly and see results soon. Most of them focus on good nutritional practices that can help you control your weight.

		5. A successful way to make permanent changes in your eating and exercise habits is called yo-yo dieting.
		6. As long as you set reasonable goals, weight loss can be simple to achieve.
		7. Exercise can be beneficial in more ways than just physical health. These can include psychological and spiritual health benefits, as well.
		8. Before you begin an exercise program, you should see a doctor. Then you should get on a program that is the same every day to make sure you stick with it, like a routine.
		9. Serious athletes have few differences when it comes to nutrition. However, they do need additional energy and liquids.
		10. Athletes need more protein than an average person does because they are using their muscles more frequently than most people.