



Outdoor Education Five Paragraph Essay

My week was really fun at outdoor d the people that you are around really fun and very nice. It took an hour to get there but it felt like two hours to get there right when you get to outdoor ed you get a tour of the place. They take you around the whole place and 'm not going to lie it was really fun fter the tour you got to your dorms and the people that going to be your dorm.

My favorite thing to do is play Camouflage the way the game works is the one person that counts to ten the rest of the people runs to a hiding spot in ten seconds fter ten seconds the person that was counting has to try to find everyboy. If the counter doesnt find everybody then the counter does a super dance when done with the dance everybody comes out and has to do the dance move. My second favorite thing to do at Outdoor Ed is to go to is big trees the reason why I like going to big trees is its super nice and you can hear the berds chrping and the trees there are super big. Also your next to people that you know and you can have a lot of fun with all your plus there is snow over there if your good you could play with the snow with all your friends. My therd place that I like togo is moaning canvers the reason why I like going to moaning canvers is that it gets your pumping going down the steps. And I also like that when they turn all the lights off you can hear the rain water that comes from the sky into the cave and that helps the cave grows and gets bigger and bigger.

That was my Outdoor Ed experince

**Parent Explanation Narrative
6th Grade
Score 1**

This essay received an overall score of 1. It is hard to follow and the ideas are confusing. There is no conclusion and no transition words. The grammar and spelling greatly affect the meaning of the writing.

Common Core All-Subject Writing Rubric

Writing Type(circle one): Argumentative Informative/Explanatory **Narrative (ELA only)**

CONTENT X4	The writing has a sharp focus and clarity of purpose. The ideas are developed with examples and specific details including textual evidence and are thoroughly elaborated. All elements of the prompt are addressed.	The writing has a clear central idea and a clear focus. Ideas are developed with textual evidence, even though the development may be uneven. Information is relevant. Most elements of the prompt are addressed.	The writing has a vague central idea; there are shifts in focus or digressions. Ideas are listed, information may be incomplete or irrelevant, textual evidence may be lacking, and there is little development. Some elements of the prompt are <u>not</u> addressed.	The writing has unclear or confusing ideas. The ideas are missing relevant information, there is not enough information, or there is little or no development, and little textual evidence. Significant elements of the prompt are <u>not</u> addressed.	X4
ORGANIZATION	There is a beginning, middle, and end in the writing with strong transitions between ideas. Ideas are presented in a logical order and there is a sense of completion about the writing.	There is a beginning, middle, and end in the writing with simple transitions between ideas. Ideas are presented in a logical order and the writing may have a weak ending.	There is a weak beginning, middle, and end with gaps in ideas. Ideas are presented in random order, there may be significant repetition, and the writing may have no ending.	There is no beginning or end with severe gaps in ideas. Ideas are presented in a random or repetitive order. There may be too little information to demonstrate organization.	
SPELLING & GRAMMAR (Conventions)	The writing exhibits superior control over grammar, spelling, punctuation, and capitalization. If there are errors present, they do not appear to be part of a pattern of errors.	The writing exhibits proper control over grammar, spelling, punctuation, and capitalization. If there are errors present, they do not appear to be a part of a pattern of errors.	The writing exhibits weak control over grammar, spelling, punctuation, and capitalization. The errors minimally affect the meaning of the writing.	The writing exhibits little to no control over grammar, spelling, punctuation, and capitalization. The errors greatly affect the meaning of the writing.	
Teacher Feedback:			{{Student Reflection on Back}}		Total Points Earned
					Score