



Outdoor Education Five Paragraph Essay

I started out on a bus ride to Foothill Horizons and out of all the fun things I did at 6th grade camp these are my three favorites 1: hikes 2: the food 3: moaning caverns and here's why.

One of my favorite things is hikes, because you get to go out into the forest and get to see animals and awesome phenomenons from trees to rocks. Also, you see different animals like deer, squirrels, snakes and more. But sadly, it was too cold for some of them to come out. Another reason I like hikes is because you can see new things like different trees and we got to eat some berries.

Another one of my favorites is the food, because we had a variety of different meals throughout the day like cheese pizza and spaghetti. We also had cinnamon rolls in the morning on the last day. We had lots of other things like a salad bar and peaches. Sometimes we would get apples or carrots. Everything they made was really good.

Lastly is the moaning caverns. When we first got there everyone was scared because it looked like the only way down was to rappel down, but there were stairs. There were about 165 feet of stairs from top to bottom and a lot of people were scared on the way down, but I wasn't. I'm usually really, really afraid of heights but on the way up it started shaking which scared me a little.

In conclusion, I ended with a bus ride home with my friends. y three favorite things that we did at camp were the moaning caverns, the food and hikes.

Parent Explanation Narrative
6th Grade
Score 2

This essay received an overall score of 2. It has a vague central idea and the introduction and conclusion are not complete. The writer did use transitions but there was no ending. The writing exhibits weak control of grammar and punctuation.

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
					2