

Essay

There are some people who like horror stories. And there are people who don't like horror stories. Reasons why people might like horror stories is because they like scared, they like the suspense, and they like the plot of the story. They probably like to get scared because they want exile and like the excitement in there life. They probably like the plot because they can maybe relate to the plot of the story. I personally like suspense because when there is suspense o get excited and i want to know what will happen next. An example of suspense is when the old man was sleeping and the man was trying to get into the room. I also like getting scared because it relates with the suspense in the story, you get exited. There are many reasons why people may like the plot. One is that the person is into whatever the stories about. Another is that the plot is interesting.

Grade 8 ELD Informative Essay, Example C

This informative essay (or opinion piece) received an overall score of 1 on the district rubric. One problem is that the ideas are presented in a random order and need better organization. Multiple paragraphs would have helped the author sort out his/her ideas. Certain words are repeated quite a bit (*like, suspense, scared, etc.*), and there are numerous spelling and punctuation errors. The introduction is weak and confusing, and there is no conclusion at all. The author made an attempt to back up his/her opinion with an example from the text, and he/she gives more than one reason for people liking horror stories. With some revision, the author could easily earn a higher score.

Common Core All-Subject Writing Rubric

GRADE 8

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

<p>CONTENT X4</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>X4</p>
<p>ORGANIZATION</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	
<p>SPELLING & GRAMMAR (Conventions)</p>	<p>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.</p>	<p>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.</p>	<p>The writing exhibits weak control over grammar, spelling, punctuation, and capitalization. The errors minimally affect the meaning of the writing.</p>	<p>The writing exhibits little to no control over grammar, spelling, punctuation, and capitalization. The errors greatly affect the meaning of the writing.</p>	
<p>Teacher Feedback:</p>		<p>{(Student Reflection on Back)}</p>		<p>Total Points Earned</p>	
				<p>Score</p>	