

Student Name: _____

SICC-C First Half Grade Summary

Lesson Number	Current Events ¶ *	Lesson Assignment	Lesson Points Achieved	Total points possible	Percent
1		3 Current Events Paragraphs		63	
2		3¶ Writing from Pictures		63	
3		3¶ Writing from Pictures		63	
4		3¶ Writing from Pictures		63	
5		5¶ Biographical Essay		100	
6					
7		5¶ Biographical Essay		100	
8					
9		5¶ Interview Essay		105	
10					
11		6–7¶ Event Essay		(Circle one)	
12				6¶ 126	
13				7¶ 145	
14		Imitation of Style		26	
15		Imitation of Style		26	
16		Imitation of Style		26	
Total points for Current Events paragraphs →				160	
First Half Grade	Add up the total percentage points and divide by the number of lessons completed (12 if you did them all).				Total
					/12

If you decide to skip any assignments, simply cross them out.

*Note: Current Events paragraphs are due every week. They are worth 20 points each: 10 points for being on time, 10 points for less than three spelling or grammar errors.

Student Name: _____

SICC-C Second Half Grade Summary

Lesson Number	Current Events ¶ *	Lesson Assignment	Lesson Points Achieved	Total points possible	Percent
17		5¶ Persuasive Essay		100	
18		5¶ Persuasive Essay		110	
19					
20		5¶ Persuasive Essay		110	
21					
22		Letter to Editor		50	
23		Letter to Editor		50	
24		12–16¶ Super Essay		(Circle one) 12¶ 240	
25				13¶ 255	
26				14¶ 270	
27				15¶ 285 16¶ 300	
28		College Application Essay		40	
29		College Application Essay		40	
30		Final Exam		100	
31		Fiction Review Unit 3–5 Writing		(80)	
32		Essay Review Essay Writing		(100)	
Total points for Current Events paragraphs →				80	
Second Half Grade	Add up the total percentage points and divide by the number of lessons completed (12 if you did them all).				Total
					+12

If you decide to skip any assignments, simply cross them out.

*Note: Current Events paragraphs are due every week. They are worth 20 points each: 10 points for being on time, 10 points for less than three spelling or grammar errors.

Lesson 1 Grade Sheet for Writing 3 Paragraphs

General:

Turned in on time	___ (3)
Name on paper	___ (1)
Title centered	___ (1)
Font/spacing	___ (1)

Indicators:

Dress-ups underlined	___ (3)
Sentence openers numbered	___ (3)
Topic/clincher key words bold	___ (3)

Dress-Ups:

-ly adverb	___ (1)	___ (1)	___ (1)
who-which	___ (1)	___ (1)	___ (1)
strong verb	___ (1)	___ (1)	___ (1)
quality adjective	___ (1)	___ (1)	___ (1)
www.asia.buw	___ (1)	___ (1)	___ (1)

Sentence Openers ___ (6) ___ (6) ___ (6)

Decorations ___ (2) ___ (2) ___ (2)

Topic/Clincher ___ (2) ___ (2) ___ (2)

Spelling < 3 errors ___ (1) ___ (1) ___ (1)

Total Score: _____ out of 63 possible = _____%

90% or higher = Excellent

89% or lower = Resubmit Please

General:

Turned in on time	___ (3)
Name on paper	___ (1)
Title centered	___ (1)
Font/spacing	___ (1)

Indicators:

Dress-ups underlined	___ (3)
Sentence openers numbered	___ (3)
Topic/clincher key words bold	___ (3)

Dress-Ups:

-ly adverb	___ (1)	___ (1)	___ (1)
who-which	___ (1)	___ (1)	___ (1)
strong verb	___ (1)	___ (1)	___ (1)
quality adjective	___ (1)	___ (1)	___ (1)
www.asia.buw	___ (1)	___ (1)	___ (1)

Sentence Openers ___ (6) ___ (6) ___ (6)

Decorations ___ (2) ___ (2) ___ (2)

Topic/Clincher ___ (2) ___ (2) ___ (2)

Spelling < 3 errors ___ (1) ___ (1) ___ (1)

Total Score: _____ out of 63 possible = _____%

90% or higher = Excellent

89% or lower = Resubmit Please

Summary Paragraph Grade Sheet

Turned in on time	___ (10)
< 3 spelling/grammar errors	___ (10)
Total	___

General:

Turned in on time	___ (3)
Name on paper	___ (1)
Title centered	___ (1)
Font/spacing	___ (1)

Indicators:

Dress-ups underlined	___ (3)
Sentence openers numbered	___ (3)
Topic/clincher key words bold	___ (3)

Dress-Ups:

-ly adverb	___ (1)	___ (1)	___ (1)
who-which	___ (1)	___ (1)	___ (1)
strong verb	___ (1)	___ (1)	___ (1)
quality adjective	___ (1)	___ (1)	___ (1)
www.asia.buw	___ (1)	___ (1)	___ (1)

Sentence Openers ___ (6) ___ (6) ___ (6)

Decorations ___ (2) ___ (2) ___ (2)

Topic/Clincher ___ (2) ___ (2) ___ (2)

Spelling < 3 errors ___ (1) ___ (1) ___ (1)

Total Score: _____ out of 63 possible = _____%

90% or higher = Excellent

89% or lower = Resubmit Please

Summary Paragraph Grade Sheet

Turned in on time	___ (10)
< 3 spelling/grammar errors	___ (10)
Total	___

General:

Turned in on time	___ (3)
Name on paper	___ (1)
Title centered	___ (1)
Font/spacing	___ (1)

Indicators:

Dress-ups underlined	___ (3)
Sentence openers numbered	___ (3)
Topic/clincher key words bold	___ (3)

Dress-Ups:

-ly adverb	___ (1)	___ (1)	___ (1)
who-which	___ (1)	___ (1)	___ (1)
strong verb	___ (1)	___ (1)	___ (1)
quality adjective	___ (1)	___ (1)	___ (1)
www.asia.buw	___ (1)	___ (1)	___ (1)

Sentence Openers ___ (6) ___ (6) ___ (6)

Decorations ___ (2) ___ (2) ___ (2)

Topic/Clincher ___ (2) ___ (2) ___ (2)

Spelling < 3 errors ___ (1) ___ (1) ___ (1)

Total Score: _____ out of 63 possible = _____%

90% or higher = Excellent

89% or lower = Resubmit Please

Summary Paragraph Grade Sheet

Turned in on time	___ (10)
< 3 spelling/grammar errors	___ (10)
Total	___

General:

Turned in on time	___ (3)
Name on paper	___ (1)
Title centered	___ (1)
Font/spacing	___ (1)

Indicators:

Dress-ups underlined	___ (2)
Sentence openers numbered	___ (2)
Topic/clincher key words bold	___ (2)

Dress-Ups:

-ly adverb	___ (1)	___ (1)	___ (1)	___ (1)	___ (1)
who-which (inv.)	___ (1)	___ (1)	___ (1)	___ (1)	___ (1)
strong verb	___ (1)	___ (1)	___ (1)	___ (1)	___ (1)
quality adjective	___ (1)	___ (1)	___ (1)	___ (1)	___ (1)
www.asia.buw	___ (1)	___ (1)	___ (1)	___ (1)	___ (1)

Openers Minimum Rule:

___ (5) ___ (5) ___ (5) ___ (5) ___ (5)

Decorations (different each ¶)

___ (2) ___ (2) ___ (2) ___ (2) ___ (2)

Topic/Clincher

___ (2) ___ (2) ___ (2)

Spelling < 3 errors/¶

___ (1) ___ (1) ___ (1) ___ (1) ___ (1)

Introduction:

Attention ___ (1)

Background ___ (2)

Topics ___ (3)

Conclusion:

Restate Topics ___ (3)

Most Sign. and Why ___ (3)

Works Cited

___ (5)

Total Score: _____ out of 100 possible = _____%

90% or higher = Excellent

89% or lower = Resubmit Please

General:

Turned in on time	___ (3)
Name on paper	___ (1)
Title centered	___ (1)
Font/spacing	___ (1)

Indicators:

Dress-ups underlined	___ (2)
Sentence openers numbered	___ (2)
Topic/clincher key words bold	___ (2)

Dress-Ups:

-ly adverb	___ (1)	___ (1)	___ (1)	___ (1)	___ (1)
who-which (inv.)	___ (1)	___ (1)	___ (1)	___ (1)	___ (1)
strong verb	___ (1)	___ (1)	___ (1)	___ (1)	___ (1)
quality adjective	___ (1)	___ (1)	___ (1)	___ (1)	___ (1)
www.asia.buw	___ (1)	___ (1)	___ (1)	___ (1)	___ (1)
em dash	___ (1)	___ (1)	___ (1)	___ (1)	___ (1)

Openers Minimum Rule:

___ (5) ___ (5) ___ (5) ___ (5) ___ (5)

Decorations (different each ¶)

___ (2) ___ (2) ___ (2) ___ (2) ___ (2)

Topic/Clincher

___ (2) ___ (2) ___ (2)

Spelling < 3 errors/¶

___ (1) ___ (1) ___ (1) ___ (1) ___ (1)

Introduction:

Attention ___ (1)

Background ___ (2)

Topics ___ (3)

Conclusion:

Restate Topics ___ (3)

Most Sign. and Why ___ (3)

Works Cited

___ (5)

Total Score: _____ out of 100 possible = _____ %

90% or higher = Excellent

89% or lower = Resubmit Please

General:

Turned in on time	___ (3)
Name on paper	___ (1)
Title centered	___ (1)
Font/spacing	___ (1)

Indicators:

Dress-ups underlined	___ (2)
Sentence openers numbered	___ (2)
Topic/clincher key words bold	___ (2)

Dress-Ups:

-ly adverb	___ (1)	___ (1)	___ (1)	___ (1)	___ (1)
who-which (inv.)	___ (1)	___ (1)	___ (1)	___ (1)	___ (1)
strong verb	___ (1)	___ (1)	___ (1)	___ (1)	___ (1)
quality adjective	___ (1)	___ (1)	___ (1)	___ (1)	___ (1)
www.asia.buw	___ (1)	___ (1)	___ (1)	___ (1)	___ (1)
em dash	___ (1)	___ (1)	___ (1)	___ (1)	___ (1)

Openers Minimum Rule:

___ (5) ___ (5) ___ (5) ___ (5) ___ (5)

Decorations (different each ¶)

___ (2) ___ (2) ___ (2) ___ (2) ___ (2)

Triple Pattern (one per ¶)

___ (1) ___ (1) ___ (1) ___ (1) ___ (1)

Topic/Clincher

___ (2) ___ (2) ___ (2)

Spelling < 3 errors/¶

___ (1) ___ (1) ___ (1) ___ (1) ___ (1)

Introduction: Attention ___ (1)

Background ___ (2)

Topics ___ (3)

Conclusion: Restate Topics ___ (3)

Most Sign. and Why ___ (3)

Total Score: _____ out of 105 possible = _____%

90% or higher = Excellent

89% or lower = Resubmit Please

Summary One Paragraph Grade Sheet

Turned in on time	___ (10)	___ (10)
< 3 spelling/grammar errors	___ (10)	___ (10)
Totals	_____	

General:

Turned in on time	___ (3)
Name on paper	___ (1)
Title centered	___ (1)
Font/spacing	___ (1)

Indicators:

Dress-ups underlined	___ (2)
Sentence openers numbered	___ (2)
Topic/clincher key words bold	___ (2)

Dress-Ups:

-ly adverb	___ (1)	___ (1)	___ (1)	___ (1)	___ (1)	___ (1)	___ (1)
who-which (inv.)	___ (1)	___ (1)	___ (1)	___ (1)	___ (1)	___ (1)	___ (1)
strong verb	___ (1)	___ (1)	___ (1)	___ (1)	___ (1)	___ (1)	___ (1)
quality adjective	___ (1)	___ (1)	___ (1)	___ (1)	___ (1)	___ (1)	___ (1)
www.asia.buw	___ (1)	___ (1)	___ (1)	___ (1)	___ (1)	___ (1)	___ (1)
em dash	___ (1)	___ (1)	___ (1)	___ (1)	___ (1)	___ (1)	___ (1)

<u>Openers Minimum Rule:</u>	___ (5)	___ (5)	___ (5)	___ (5)	___ (5)	___ (5)	___ (5)
<u>Decorations</u> (different each ¶)	___ (2)	___ (2)	___ (2)	___ (2)	___ (2)	___ (2)	___ (2)
<u>Triple Pattern</u> (one per ¶)	___ (1)	___ (1)	___ (1)	___ (1)	___ (1)	___ (1)	___ (1)
<u>Topic/Clincher</u>	___ (2)	___ (2)	___ (2)	___ (2)	___ (2)	___ (2)	
<u>Spelling < 2 errors/¶</u>	___ (1)	___ (1)	___ (1)	___ (1)	___ (1)	___ (1)	___ (1)

<u>Introduction:</u>	Attention	___(2)
	Background	___(2)
	Topics	___(4 or 5)
<u>Conclusion:</u>	Restate Topics	___(4 or 5)
	Most Sign. and Why	___(4)

4 Topic Total Score: _____ out of 126 possible = _____%

5 Topic Total Score: _____ out of 145 possible = _____%

90% or higher = Excellent

89% or lower = Resubmit Please

Instructions

- Rewrite one of the fables provided following the style of either Guy Wetmore Carryl or James Finn Garner as described in class (illustrated at right).

Your piece can be one to three paragraphs.

- Summarize one article or section of a book.
No style requirements

Final Draft Due Date: _____

- Composition is double-spaced, serif font, 12 point
- Your name at top left
- Title centered
- Chosen style is recognizable
- Piece is enjoyable to read

Grade Sheet

General:

Turned in on time	_____ (3)
Name on paper	_____ (1)
Title centered	_____ (1)
Font/spacing	_____ (1)

Writing according to a style

Imitation recognizable	_____ (10)
Enjoyable to read	_____ (10)

Total Score: _____ **out of 26 possible = _____%**

90% or higher = Excellent

89% or lower = Resubmit please

Summary Paragraph Grade Sheet

Turned in on time	_____ (10)
< 3 spelling/grammar errors	_____ (10)
Total	_____

Guy Wetmore Carryl Style

Poem

- Rhythm
- Rhyme

Sophisticated, Snooty/snobbish

- Sycophant
- Persiflage
- Umbrageous

Cultural Connections

- Brie, Roquefort
- Götterdämmerung, Faust*
- “*ton beau plumage*”

humor/pun

James Finn Garner Style

Openers and Style

- 2, 1, 1, 1 1, 2, 1, 5, 1, 1, 2
- triple imperative
- who
- conversation

Vocabulary

- economic activity
- excluded
- normal circles
- bovine animal companion
- non-human animals
- rights
- perpetuate
- cultural mythos
- negative impact
- social problems
- differently abled

Theme

- exaggeration
- overstatement
- satire

Instructions

- Rewrite one of the fables provided following the style of Mark Twain (illustrated at right). Your piece can be one to three paragraphs.
- Summarize one article or section of a book.
No style requirements

Final Draft Due Date: _____

- Composition is double-spaced, serif font, 12 point
- Your name at top left
- Title centered
- Chosen style is recognizable
- Piece is enjoyable to read

Grade Sheet

General:

Turned in on time	_____ (3)
Name on paper	_____ (1)
Title centered	_____ (1)
Font/spacing	_____ (1)

Writing according to a style

Imitation recognizable	_____ (10)
Enjoyable to read	_____ (10)

Total Score: _____ **out of 26 possible =** _____ %

90% or higher = Excellent

89% or lower = Resubmit please

Summary Paragraph Grade Sheet

Turned in on time	_____ (10)
< 3 spelling/grammar errors	_____ (10)
Total	_____

Mark Twain Style

Slang—conversation
–culture

Descriptive/Complex

Contractions

- nuthin’
- ‘a’
- Yes’m
- pears
- warn’t it
- a-swimmin’
- t’other
- better’n
- ain’t

Intentional errors

- Double negatives
- Verb-noun (number)
- Long/run-on sentences
- rambling
- truncating words
- intentional misspell for pronunciation purposes

Style

- Openers 1, 2, 5, “and,” “but”
- Invisible who (appositive)
- ly, dual verb, clausal , parentheses
- dual adjectives
- em dashes —
- high vocabulary
- no word repeat
- no “is, was, are,” but rather strong verbs
- v.s.s. → fragments

Missing

- No significant decorations
- No triples
- ly’s scarce

Instructions

- Rewrite one of the fables provided in Lesson 14 following the style of Charles Dickens (illustrated at right) or another author that you may wish to imitate (Shakespeare, Tolkien, etc.). Your piece can be one to three paragraphs.
- Summarize one article or section of a book.
No style requirements

Final Draft Due Date: _____

- Composition is double-spaced, serif font, 12 point
- Your name at top left
- Title centered
- Chosen style is recognizable
- Piece is enjoyable to read

Grade Sheet

General:

Turned in on time _____ (3)
 Name on paper _____ (1)
 Title centered _____ (1)
 Font/spacing _____ (1)

Writing according to a style

Imitation recognizable _____ (10)
 Enjoyable to read _____ (10)

Total Score: _____ **out of 26 possible = _____%**

90% or higher = Excellent

89% or lower = Resubmit please

Summary Paragraph Grade Sheet

Turned in on time _____ (10)
 < 3 spelling/grammar errors _____ (10)
 Total _____

Charles Dickens Style

General Style

Narrative "I" personal

Style

triples/quadruples
 word adjective
 dense!
 simile/metaphor
 alliteration
 fragment
 no parenthesis

Dress-Ups

who-which
 -ly 3/10
 adjectives

Sentence Types

v.s.s.
 semicolons ;
 question
 interjections (Oh!, Well!)
 start w/ "and," "but"

Vocabulary

solemnized
 influence
 bestow
 understood
 inquired
 dismal
 edge
 wherefore
 ruddy
 in which

Instructions:

Write a persuasive essay on the subject of your choice. Be sure to follow the persuasive model. This essay is due in the next lesson.

Final Draft Due Date: _____

General:

Grade

Turned in on time _____ (2) _____

Name top left, title centered _____ (1) _____

Font/spacing _____ (1) _____

Indicators:

Dress-ups underlined _____ (2) _____

Sentence openers numbered _____ (2) _____

Topic/clinch key words bold _____ (2) _____

Dress-ups:

I II III IV V

-ly adverb _____ (1 each = 5) _____

who-which (inv.) _____ (1 each = 5) _____

dual verbs _____ (1 each = 5) _____

dual adjectives _____ (1 each = 5) _____

www.asia.buw _____ (1 each = 5) _____

em dash _____ (1 each = 5) _____

Openers Minimum Rule: _____ (5 each = 25) _____

Decorations/Triples: _____ (2 each = 10) _____

Topic/Clincher Rule (body only): _____ (2 each = 6) _____

Spelling <2 errors: _____ (1 each = 5) _____

Introduction:

Attention _____ (2) _____

Question _____ (2) _____

Topics _____ (1 each = 3) _____

Conclusion

Restate Topics _____ (1 each = 3) _____

Argue _____ (4) _____

Total Points: _____
(out of 100 possible)

Instructions:

- ❑ Write a persuasive essay on the subject of your choice. Be sure to follow the persuasive model, and include quotations and footnotes as described in class. You have two lessons to complete this essay.

Bibliography/Works Cited Due Date: _____

Final Draft Due Date: _____

General:	<u>Grade</u>
Turned in on time _____	(2) _____
Name top left, title centered _____	(1) _____
Font/spacing _____	(1) _____
Indicators:	
Dress-ups underlined _____	(2) _____
Sentence openers numbered _____	(2) _____
Topic/clincher key words bold _____	(2) _____
Dress-ups:	I II III IV V
-ly adverb _____	(1 each = 5) _____
who-which (inv.) _____	(1 each = 5) _____
dual verbs _____	(1 each = 5) _____
dual adjectives _____	(1 each = 5) _____
www.asia.buw _____	(1 each = 5) _____
em dash _____	(1 each = 5) _____
Openers Minimum Rule: _____	(5 each = 25) _____
Decorations/Triples: _____	(2 each = 10) _____
Topic/Clincher Rule (body only): _____	(2 each = 6) _____
Spelling < 2 errors: _____	(1 each = 5) _____
Introduction:	
Attention: _____	(2) _____
Question: _____	(2) _____
Topics _____	(1 each = 3) _____
Conclusion:	
Restate Topics _____	(1 each = 3) _____
Argue _____	(4) _____
Quotations/Footnotes (one each in essay)	
Inset _____	(2) _____
Integrated _____	(2) _____
Paraphrased _____	(2) _____
Informational _____	(2) _____
Footnotes _____	(2) _____
Total Points: _____	
(out of 110 possible)	

Instructions:

- Write an essay in which you strongly and clearly AGREE or DISAGREE (but NOT both!) with *one* of the statements in the text box to the right. You have two lessons to complete this assignment.
- Summarize *two* articles or sections of a book. No style requirements.

Suggested Subjects

- Fads never really go out of style.
- Life in the 21st century will be better than ever.
- People are happier than they used to be.
- Americans are too concerned with material goods.
- You can tell a lot about people by what they eat.
- You can tell a lot about people by what they read.
- The Internet is the best thing to ever happen to education.

Final Draft Due Date: _____

General:					Grade
Turned in on time	_____	_____	_____	_____	(2) _____
Title centered - top, name	_____	_____	_____	_____	(1) _____
Font/spacing	_____	_____	_____	_____	(1) _____
Indicators:					
Dress-ups underlined	_____	_____	_____	_____	(2) _____
Sentence openers numbered	_____	_____	_____	_____	(2) _____
Topic/clinchier key words bold	_____	_____	_____	_____	(2) _____
Dress-ups:					
	I	II	III	IV	V
-ly adverb	_____	_____	_____	_____	(1 each = 5) _____
who-which (inv.)	_____	_____	_____	_____	(1 each = 5) _____
dual verbs	_____	_____	_____	_____	(1 each = 5) _____
dual adjectives	_____	_____	_____	_____	(1 each = 5) _____
www.asia.buw	_____	_____	_____	_____	(1 each = 5) _____
em dash	_____	_____	_____	_____	(1 each = 5) _____
Openers Minimum Rule:	_____	_____	_____	_____	(5 each = 25) _____
Decorations/Triples:	_____	_____	_____	_____	(2 each = 10) _____
Topic/Clincher Rule (body only):	_____	_____	_____	_____	(2 each = 6) _____
Spelling < 2 errors:	_____	_____	_____	_____	(1 each = 5) _____
Introduction:					
Attention	_____	_____	_____	_____	(2) _____
Question	_____	_____	_____	_____	(2) _____
Topics	_____	_____	_____	_____	(1 each = 3) _____
Conclusion:					
Restate Topics	_____	_____	_____	_____	(1 each = 3) _____
Argue	_____	_____	_____	_____	(4) _____
Quotations/Footnotes (one each in essay)					
Inset	_____	_____	_____	_____	(2) _____
Integrated	_____	_____	_____	_____	(2) _____
Paraphrased	_____	_____	_____	_____	(2) _____
Informational	_____	_____	_____	_____	(2) _____
Footnotes	_____	_____	_____	_____	(2) _____

Total Points: _____
(out of 110 possible)

Summary Paragraphs Grade Sheet

Turned in on time	_____ (10)	_____ (10)	
< 3 spelling/grammar errors	_____ (10)	_____ (10)	Percentage: _____

Your Name: _____

- Write a letter to the editor of a magazine or newspaper of your choice.
- Indicate the name of the publication you sent your letter to: _____
- The purpose of your letter (pick one below)
 - Comment on article
 - agree
 - disagree
 - contribution to
 - Interesting/Valuable
 - Comment on issue
 - support for your magazine
 - Thank you
 - Entertain
 - Advertisement
- Actual letter attached — original mailed on date: _____
- If your letter is commenting on something in the magazine or newspaper, attach the original article.
- Write a one-paragraph summary of an article or chapter section. To save time and effort, you may want to write your summary of the article to which you are responding.

Letter to the Editor Grade Sheet

Completed on time	___ (10)
Included publication name	___ (10)
Included purpose	___ (10)
Attached the letter	___ (10)
Mailed the letter	___ (10)
Total points	___ (50 possible)
Percentage	___

Summary Paragraphs Grade Sheet

Turned in on time	___ (10)
< 3 spelling/grammar errors	___ (10)

Your Name: _____

Bring to class next lesson:

- A one-paragraph summary of an article or chapter section, no style requirement.
- A letter you have written to the editor of a magazine or newspaper of your choice.
- Actual letter attached—original mailed on date: _____
- The name of the publication you sent your letter to: _____
- The purpose of your letter (pick one below)
 - Comment on article
 - agree
 - disagree
 - contribution to
 - Interesting/Valuable
 - Comment on issue
 - support for your magazine
 - Thank you
 - Entertain
 - Advertisement
- If your letter is commenting on something in the magazine or newspaper, attach the original article.
- Pick a subject for your super essay and find at least one reference (book or magazine—preferably more!) for that topic. Subject: _____

Letter to the Editor Grade Sheet

Completed on time	___ (10)
Included publication name	___ (10)
Included purpose	___ (10)
Attached the letter	___ (10)
Mailed the letter	___ (10)
Total points	___ (50 possible)
Percentage	___

Summary Paragraph Grade Sheet

Turned in on time	___ (10)
< 3 spelling/grammar errors	___ (10)

(One point per line unless otherwise noted)

Name: _____

General

Title (centered) repeats key words from last paragraph ___ (1) Notes:
 Font/spacing - serif font, double-spaced, 1" margins ___ (2)

Indicators: (2 if perfect, 1 if most)

Dress-ups underlined, sentence openers numbered ___ (2)
 Decorations and/or triples indicated by italic (one per ¶) ___ (2)
 Topic (and clincher) key words bold ___ (2)

Super-Introduction

Attention getter ___ (1)
 Gives background information (time, place) on subject ___ (1)
 States two themes for discussion (essays) ___ (1)
 States a question or thesis (goal of the paper) ___ (1)
 Does not contain any quotations* as footnotes ___ (1)

Essay One and Two Sub-Introductions

One Two

Subtitled (reflects Sub-Conclusion) ___ ___ (1 each)
 Gives background information on theme of essay ___ ___ (1 each)
 Does not contain any quotations* as footnotes ___ ___ (1 each)
 States Topics of Sub-Essay (bold) ___ ___ (1 each)

Essay One and Two Sub-Conclusions

Restates theme of essay ___ ___ (1 each)
 Restates topics of essay (bold) ___ ___ (1 each)
 States most significant thing and why ___ ___ (1 each)

Quotations and Footnotes (minimum per essay)

One Two

Integrated, “ ” (< 3 lines) with citation ___ ___ (1 each)
 Inset: (three lines or more—no “ ”) with citation ___ ___ (1 each)
 Variety of lead-ins for quotations (see list) ___ ___ (1 each)
 Informational (five lines maximum) ___ ___ (1 each)
 Paraphrase with citation ___ ___ (1 each)
 “Ibid.” and “op. cit.” used at least once each ___ ___ (1 each)

Works Cited (listed in foot- or endnotes)

Formatted properly, as studied ___ (1)
 Contains at least two books (not including encycl.) ___ (1)
 Contains at least one magazine/journal article ___ (1)

Super-Conclusion

Restates two themes of discussion (essays) ___ (1)
 Discuss relationship between the 2 themes ___ (1)
 Addresses question or thesis (from Super-Intro) ___ (1)
 Does not contain any quotations as footnotes ___ (1)

Style Checklist

	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	XIII	XIV	XV	XVI	
-ly adverb	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	(1 each)
who-which (or inv.)	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	(1 each)
dual verbs	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	(1 each)
dual adjectives	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	(1 each)
www.asia.buw	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	(1 each)
em dash	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	(1 each)
Openers Min. (5 pts.)	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	(5 points each)
Decorations/Triples:	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	(1 each)
Spell./Punct. < 2 errors	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	(1 each)
Key Words indicated	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	(1 each)
Avoid "word repeat" (except in a triple)	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	(1 each)

Bibliography - includes references consulted but not cited)

- On a separate page, Titled "References" _____ (1)
- Items formatted properly, as learned _____ (1)
- Items listed alphabetically by author _____ (1)

Miscellaneous: _____ (10 possible)

- ____ (1) Paragraphs should be of approximately equal length (+/- 3 lines).
- ____ (1) Paragraph clinchers should use a variety of "clincher starters."
- ____ (1) No contractions (didn't, couldn't, weren't, etc.) except in quotations.
- ____ (1) No words like "this essay" or "this paper."
- ____ (1) No first person "I" or "we" (unless in a cited quotation).
- ____ (1) No second person "you" (unless in a quotation).
- ____ (1) "Ibid." or "op. cit." not used more than three times in a row.
- ____ (1) Colon before an inset quotation, but not before an integrated one.
- ____ (1) At least two lines of paragraph after an inset quotation.
- ____ (1) One word numbers written as a word; hyphenated or two word numbers as numerals.

Scoring: Each blank is worth one point unless otherwise marked.

- 12¶ Essay: _____ of 240 = _____
- 13¶ Essay: _____ of 255 = _____
- 14¶ Essay: _____ of 270 = _____
- 15¶ Essay: _____ of 285 = _____
- 16¶ Essay: _____ of 300 = _____

Personal Essay Assignment

Topic: Choose one of the topics from the Cornell or MIT prompts and write a personal essay.

Speak from your heart and with conviction. Be real. Give proof of your thoughtfulness, intelligence, sensitivity, objectivity, maturity. Do this as if it actually were a College or University Application Essay.

Note: Don't force any of the checklist techniques. The writing should be stylish and varied, but not contrived or mechanical. Use freely what you've learned to say what you think and feel.

Length: Minimum: one page (standard font and spacing, etc.)

Maximum: 500 words

 Summarize one article or section of a book. No style requirements**Checklist:****Grade Sheet**

Name, date, title	_____	_____ (2)
Perfect spelling	_____	_____ (4)
Perfect grammar	_____	_____ (4)
Perfect punctuation and capitalization	_____	_____ (4)
Attention-getter (decoration, anecdote, etc.)	_____	_____ (6)
Variety of openers; sentence types	_____	_____ (4)
Paragraph structure (Intro, Topic/Clincher, Conclusion)	_____	_____ (6)
Content	_____	_____ (10)
	Total:	_____ (40 possible)
	Percentage:	_____

Summary Paragraph Grade Sheet

Turned in on time	_____	_____ (10)
< 3 spelling/grammar errors	_____	_____ (10)
	Total:	_____

Personal Essay Assignment

Topic: Choose one of the topics from the “Common Application or “Miscellaneous” prompts and write a personal essay.

Speak from your heart and with conviction. Be real. Give proof of your thoughtfulness, intelligence, sensitivity, objectivity, maturity. Do this as if it actually were a College or University Application Essay.

Note: Don't force any of the checklist techniques. The writing should be stylish and varied, but not contrived or mechanical. Use freely what you've learned to say what you think and feel.

Length: Minimum: one page (standard font and spacing, etc.)

Maximum: 500 words

 Summarize one article or section of a book. No style requirements**Checklist:****Grade Sheet**

Name, date, title	_____	_____ (2)
Perfect spelling	_____	_____ (4)
Perfect grammar	_____	_____ (4)
Perfect punctuation and capitalization	_____	_____ (4)
Attention-getter (decoration, anecdote, etc.)	_____	_____ (6)
Variety of openers; sentence types	_____	_____ (4)
Paragraph structure (Intro, Topic/Clincher, Conclusion)	_____	_____ (6)
Content	_____	_____ (10)
	Total:	_____ (40 possible)
	Percentage:	_____

Summary Paragraph**Grade Sheet**

Turned in on time	_____	_____ (10)
< 3 spelling/grammar errors	_____	_____ (10)
	Total:	_____

General:

Turned in on time	___ (1)
Name on paper, title centered	___ (1)
Font/spacing	___ (1)
Neatness	___ (1)

Structure (choose one): **Story Sequence Chart** followed clearly and sequentially

Paragraph I: Characters and Setting	___ (10)
-------------------------------------	----------

Paragraph II: Plot or Problem	___ (10)
-------------------------------	----------

Paragraph III: Climax and Resolution	___ (10)
--------------------------------------	----------

 Writing from Pictures Model followed

Each paragraph describes one scene clearly and sequentially

(before, during, after)	___ (5)	___ (5)	___ (5)
-------------------------	---------	---------	---------

Topic/clincher each paragraph	___ (5)	___ (5)	___ (5)
-------------------------------	---------	---------	---------

Style:

Strong vocabulary used	___ (10)
------------------------	----------

Varied sentence openers used	___ (10)
------------------------------	----------

Appropriate use of decorations	___ (10)
--------------------------------	----------

Appropriate use of Advanced Style	___ (10)
-----------------------------------	----------

<u>Spelling/Punct. 2 errors/¶</u>	___(2)	___(2)	___(2)
-----------------------------------	--------	--------	--------

Total Score: _____ **out of 80 possible = _____%**

90% or higher = Excellent

89% or lower = Resubmit Please

General:

Turned in on time	___ (2)
Name top left, title centered	___ (1)
Font/spacing	___ (1)
Neatness	___ (1)

Essay Structure Followed:

Paragraph I: Introduction	
Includes background information	___ (5)
States three topics	___ (5)
Paragraph II: Topic I	
Topic/Clincher rule followed	___ (5)
Paragraph remains on topic	___ (5)
Paragraph III: Topic II	
Topic/Clincher rule followed	___ (5)
Paragraph remains on topic	___ (5)
Paragraph IV: Topic III	
Topic/Clincher rule followed	___ (5)
Paragraph remains on topic	___ (5)
Paragraph V: Conclusion	
Topics restated	___ (5)
Expressed which is most important and why	___ (5)
Title repeats key words of final sentence	___ (5)

Style:

Strong vocabulary used	___ (10)
Varied sentence openers used	___ (10)
Appropriate use of decorations	___ (5)
Appropriate use of Advanced style	___ (5)

Spelling/Punct. 2 errors/¶ (2 points per paragraph) ___ (10)

Total Score: _____ **out of 100 possible =** _____ %

90% or higher = Excellent

89% or lower = Resubmit Please