

Area/Skill - LA, Writing	Cognitive Skill Level - Application/Evaluation	Correlation to Framework - 01.07, 01.08, 01.09	Lesson Number - 21
<p>Activity Title—Rubric Rating</p> <p>Goal/Objective</p> <p>To help students understand what a rubric is and how to use it to assess different types of writing samples.</p> <p>Lesson Outline Introduction</p> <p>The GED Language Arts, Writing Test requires that students write an expository essay that is holistically scored according to a four-point scoring guide or rubric. Rubrics can be developed to assess all types of skills, as well as different types of writing. Review the uses of rubrics or scoring guides in real life, e.g., the five star rating system for hotels and restaurants, the different ratings for movies, product quality systems.</p> <p>Activity</p> <p>Select a newspaper article. Have the students develop a rubric or scoring guide to assess newspaper items. Possible categories for the rubric could include:</p> <ul style="list-style-type: none"> • Does the first paragraph grab your attention? • Is the article organized? • Does it have supporting details? • Is it factual or opinionated? <p>Have the students rate the story in each category on a one to four scale with four being the highest. Have the students also write reasons for each of their ratings.</p> <p>Debriefing/Evaluation Activity</p> <p>Have the students compare their ratings and reasons for the ratings with the class.</p>		<p>Materials/Texts/Realia/Handouts</p> <ul style="list-style-type: none"> • Newspaper • Dictionary • Handout - GED Essay Scoring Guide • Paper and pencils 	
<p>Real-Life Connection</p> <p>In real-life, people often use rubrics or scoring guides. Have the students brainstorm all of the different ways that scoring guides are used in the workplace or community. Examples could include an individual's annual evaluation at his/her job, rating a product, restaurant and hotel ratings, car safety ratings, etc. Students should understand that different types of rubrics or rating systems are used depending on the audience, the product, and the person completing the assessment.</p>		<p>Extension Activity</p> <p>Have the students write their own newspaper article. Use the rubrics that were developed to holistically score the quality of the writing. Discuss how this type of scoring is used on expository essays on the GED Language Arts, Writing Test.</p> <p>ESE/ESOL Accommodations</p> <p>Read the article aloud to the class.</p> <p>Pair students who need help with another student who will help them.</p> <p>Provide a sample rubric form in which students can write their categories and definitions.</p> <p>Provide dictionaries.</p>	

GED 2002 Teachers' Handbook of Lesson Plans

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Activity Title—Rubric Rating

Introduction

Ask: What is a rubric? Have you ever looked at the movie reviews in the newspaper to see whether or not you wanted to see a movie? Would you eat in a restaurant that had a 1/2 star rating? *Say:* A rubric is simply a guide or rating scale. We use rubrics in our daily life. In fact, most of our job evaluations are based on some type of a scoring system. The essay that you will write for the GED Language Arts, Writing Test will be scored according to a four-point rubric or scoring guide. Review the GED Essay Scoring Guide with the students.

Main Activity

Have students work in small groups. Select a newspaper article and provide the article to each group. Have each group develop a rubric to assess the quality of the writing in the article. You may wish to assist the groups in identifying specific categories to use. Sample categories could answer such questions as:

- Does the first paragraph grab your attention?
- Is the article organized?
- Does it have supporting details?
- Is it factual or opinionated?

Have the students rate the story in each category on a one to four scale with four being the highest. Have the students also write reasons for each of their ratings.

Debriefing/Evaluation Activity

In a group discussion afterwards, ask each group to review and defend their scoring of the newspaper article in each category. Next, have the groups determine the overall score of the newspaper article on a one to four ranking with four being the highest. Discuss how each group obtained the specific overall score.

Say: Now it's your turn to be the writer for a local newspaper. Write a short article about something that has happened in the past week.

Once the students have completed their articles, have them score them using the rubric that they developed. *Ask:* Did using the rubric help you to write a better article? Why or why not?

Say: Being able to use a rubric or scoring guide is very useful skill when writing your essay for the GED Language Arts, Writing Test. This test will not identify each error in the essay, but will rather look at the writing in its entirety. This is called holistic scoring. As you write essays, you may wish to use the GED Essay Scoring Guide to help you in remembering the different areas that comprise effective writing.

**GED 2002 Teachers' Handbook of Lesson Plans
Language Arts, Writing Lesson 21 Handout**

GED 2002 Essay Scoring Guide

	1	2	3	4
	Inadequate	Marginal	Adequate	Effective
	Reader has difficulty identifying or following the writer's ideas.	Reader occasionally has difficulty understanding or following the writer's ideas.	Reader understands writer's ideas.	Reader understands and easily follows the writer's expression of ideas.
Response to the Prompt	Attempts to address prompt but with little or no success in establishing a focus.	Addresses the prompt, though the focus may shift.	Uses the writing prompt to establish a main idea.	Presents a clearly focused main idea that addresses the prompt.
Organization	Fails to organize ideas.	Shows some evidence of an organizational plan.	Uses an identifiable organizational plan.	Establishes a clear and logical organization
Development and Details	Demonstrates little or no development; usually lacks details or examples or presents irrelevant information.	Has some development but lacks specific details; may be limited to a listing, repetitions or generalizations.	Has focused but occasionally uneven development; incorporates some specific detail.	Achieves coherent development with specific and relevant details and examples
Conventions of EAE	Exhibits minimal or no control of sentence structure and the conventions of EAE.	Demonstrates inconsistent control of sentence structure and the conventions of EAE.	Generally controls sentence structure and the conventions of EAE.	Consistently controls sentence structure and the conventions of Edited American English (EAE).
Word Choice	Exhibits weak and/or inappropriate words.	Exhibits a narrow range of word choice, often including inappropriate selections.	Exhibits appropriate word choice.	Exhibits varied and precise word choice.