

## PASS Practice: Rubric

	A (5)	C (3)	F (1)
<b>Number of practice tests</b>	<ul style="list-style-type: none"> <li>Three completed practice tests, with all in-class and out-of-class work completed.</li> </ul>	<ul style="list-style-type: none"> <li>Three practice tests, at least one completed and one more than half complete.</li> </ul>	<ul style="list-style-type: none"> <li>Two or fewer practice tests, none completed.</li> </ul>
<b>Quality of practice tests</b>	<ul style="list-style-type: none"> <li>All work shows clear signs of effort: thoughtful writing with clear signs of improvement.</li> <li>Later practice tests are of clearly better quality than earlier tests.</li> <li>The packet is neat and clean, with no wrinkled or torn sheets.</li> </ul>	<ul style="list-style-type: none"> <li>Most of the work shows clear signs of effort: some of the writing is quite thoughtful and there are a few signs of improvement.</li> <li>Later practice tests are of slightly better quality than earlier tests.</li> </ul>	<ul style="list-style-type: none"> <li>Little to no work shows clear signs of effort: the writing is the bare minimum and there is no sign of improvement.</li> <li>All tests are of the same, poor quality.</li> </ul>
<b>Quality of work in class</b>	<ul style="list-style-type: none"> <li>Student remained focused at all times.</li> <li>There was little to no side conversation during practice writing.</li> </ul>	<ul style="list-style-type: none"> <li>Student was primarily focused on the task at hand but occasionally distracted.</li> <li>There was a little side conversation during the practice writing, but the writing was the clear focus of the student's attention</li> </ul>	<ul style="list-style-type: none"> <li>Student was rarely focused on the task at hand.</li> <li>There was much side conversation during the practice writing to the point that it appeared that talking was the student's focus as opposed to the task at hand.</li> </ul>
<b>Application of the PASS plan</b>	<ul style="list-style-type: none"> <li>Student's work clearly shows a conscious application of the in-class writing plan (all four steps). There are four paragraphs for each practice test, with two clear Schaffer body paragraphs.</li> </ul>	<ul style="list-style-type: none"> <li>Students work generally shows a knowing application of the in-class writing plan, but portions of practices tests indicate a lack of concern for the plan. There are four paragraphs for most of the practice tests, with two body paragraphs that show clear Schaffer influence but are not perfect examples of the Schaffer organizational plan.</li> </ul>	<ul style="list-style-type: none"> <li>Student's work shows very haphazard application of the in-class writing plan. There are not four paragraphs for each practice test, and there is little evidence of Schaffer body paragraphs.</li> </ul>