Writing Assessment: Paragraph

Contents:
1. List of Suggested Paragraph Topics
2. List of Textbooks with Narrative and Descriptive Writing Lesson Plans and Materials
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4. Paragraph Checklist
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6. Rubric for Scoring Paragraphs
7. Samples of Other Intermediate Level Paragraphs *

*Writing selections adapted from “MCC ESL Writing Across Levels”
List of Suggested Topics
The paragraph can be descriptive or narrative.

Narration
Write a story about
- The best / worst decision you ever made
- Coming to the U.S.A.
- A difficult experience living in another country
- Your best / worst day of your life
- A change in your life
- Your goals / plans for the future
- A vacation you took
- A vacation you want to take
- Your life story (autobiography)
- The biography of a friend / classmate / someone famous
- An accident / a mistake
- Your life in the past compared to now
- Your __________ experience (scary, rewarding, happy, interesting, unusual, exciting, etc.)

Description
Describe a person / people:
- Your family
- A family member
- Your hero / heroine
- A person you admire
- Your best friend
- Your boyfriend / girlfriend / husband / wife
- Someone who has had an influence on your life
- Yourself (your character)
- An important person
- Qualities of a good parent / student / teacher / employee / spouse / friend

Describe a place:
- Your favorite place
- Your neighborhood
- Your home
- An important / special place
- Your hometown
- A place you want to visit

Describe something else:
- Your favorite food, place, holiday, time of the year
- Your job
- Your typical day
- Your dream vacation
- Your favorite __________
# Intermediate Level Writing Assessments:
Topics Corresponding to Grammar Instruction and Textbook Materials

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<td>My Special Place</td>
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<td>Past and Past</td>
<td>Most Frightening Experience</td>
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<td>A Past Event</td>
<td>Get Ready to Write</td>
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<td>A Good Friend</td>
<td>Writing from Within</td>
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<td>Weekend Plans</td>
<td>Share Your Paragraph</td>
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<td>Future</td>
<td>The World in 2100</td>
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<td></td>
<td>Letter to Self about Goals</td>
<td>Writing from Within</td>
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<tr>
<td>Present Perfect</td>
<td>The Last Three Months</td>
<td>Share Your Paragraph</td>
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<td>Must</td>
<td>What Makes a Good Person</td>
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<td>Should</td>
<td>Your Country</td>
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<td>Would Like</td>
<td>Your Life at Age 75</td>
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<tr>
<td>All</td>
<td>An Important Person (Role Model)</td>
<td>Writing from Within</td>
</tr>
</tbody>
</table>
SAMPLE LESSON PLAN: NARRATIVE PARAGRAPH
WRITE A PARAGRAPH ABOUT AN IMPORTANT LIFE EXPERIENCE
OR MEMORABLE EVENT

Warm up:
Brainstorm as a class:
• What is a paragraph?
Write students’ ideas on the board.

Introduction:
Explain the elements of a paragraph with a sample paragraph, asking students to identify formatting features, the title, the topic sentence, supporting sentences, simple and complex sentences, and the conclusion. Tell students to take notes.

• Format:
  – Heading
  – Title (centered on top line)
  – Indented first sentence
  – Double spacing

• Content:
  – Topic sentence
  – Supporting sentences (details, examples, explanations)
  – Transitional phrases
  – Simple and complex sentences
  – Concluding sentence
Sample Paragraph:

Maria Rosas
ESL Level 5
Oct. 30, 2008

My Worst Vacation

My worst vacation was last year. I went to Chicago to visit a friend. We had plans to visit many places, but on the first day I was there, I fell down on an icy sidewalk and broke my foot. My friend called an ambulance, and I went to the hospital. I spent the rest of the vacation in the hospital. If you ever visit Chicago in the winter, be careful when you walk on the sidewalks.

Practice:
Write a paragraph together as a whole class:

- Show the pictures (out of order). Talk about the vocabulary, stressing the need to use correct verb tenses (past). Write key vocabulary words and verbs on the board. Ask students to sequence the pictures (choose which picture is first, second, etc.).
Whole-class practice
Images (in correct order) from Get Ready to Write:

- Next, model by eliciting ideas and writing the paragraph on the board. Ask students what this story is all about (in two to three words) and suggest that this could be the title.

- Ask students to expand on the title by volunteering a complete sentence and suggest that this sentence could be the topic sentence.

- Ask students to volunteer one or more sentences to describe the actions in each picture and indicate to the students that these sentences are supporting sentences.

- Read what has been recorded. Elicit and suggest sentence combining to make short, choppy sentences more complex, where necessary.

- Elicit and suggest transition words and phrases where necessary (then, next, after that, finally, etc.).
• Then ask students what the lesson of this story is or what advice they can give to people who find themselves in this situation. Record students’ responses on the board. Suggest that these sentences could serve as the concluding sentence.

• Have students copy the paragraphs (and type on Microsoft Word, as desired). Note: on the sample paragraphs included on the following pages, students were shown how to use Microsoft Word’s synonym tool. For that reason, some words are different in the three selections.
Micaela Padilla

Level 5

Oct. 23, 2008

A Bad Date

A man and woman had a terrible first date because the man had a
horrible memory. They went to eat dinner at an expensive French restaurant
. The waiter took their order, and then they started to eat and talk gleefully.
Everything was so fine and fun but, but after the waiter gave them the bill,
the man noticed that he forgot his wallet. He had to pay by washing the
dishes, and then the woman was irate. In conclusion, always check your
pockets and make sure you have money when you go on a date.
A man and woman had a terrible first date because the man had a horrific memory. They went to eat dinner at expensive a French Restaurant. The waiter took their orders, and then they started to eat and talk contentedly. Everything was so fine and fun, but after the waiter gave them the bill, the man noticed that he forgot his wallet. He had to pay by washing the dishes, and then the woman was mad. In conclusion, always check your pockets and make sure you have money when you go on a date.
A man and the woman had a appalling first date because the man had a terrible memory. They went to eat dinner at a French restaurant. The waiter took their orders, and then they stared to eat and talk gladly. Everything was so fine and fun but after the water gave them the bill the man noticed that he forgot his wallet. He had to pay by washing the dishes, and the woman was irritated. In conclusion: always check voue packets and make use you have money when you go on a date.
**Application:**
Review the sample paragraph (My Worst Vacation) and the paragraph the class wrote together, asking students to identify the key elements of a paragraph (topic sentence, supporting sentences, concluding sentence, etc.).

Explain the following prompt for the paragraph writing assignment:

Write a paragraph about a memory from your past.
Include:
- **A title and good format** (indent, double space)
- **A topic sentence** that tells the reader your main idea and grabs the attention of the reader (a hook)
- **Details** that tell what happened in time order (4 or more sentences)
- **A concluding sentence** that tells:
  - what you learned (the lesson)
  - OR what advice you have for other people in the same situation
  - OR how you feel about the situation now
  - OR how the event changed you or your life
  - OR what you will do in the future if something similar happens again

Supply possible topic sentences for students to consider:

- One of the funniest memories I have happened when …
- A very ________ thing happened to me on my first …
- One time my friends (or family) and I had a(n) _________ experience …
- My trip to _________ was very ….
- One of the most enjoyable times I have ever had was the time I …
- My scariest experience happened when …
- My most embarrassing experience happened when …

Ask students to report their initial topic ideas by writing their names and topics (e.g., my scariest experience) on a piece of paper. Later, return the papers to students and ask questions about their topics, such as “What happened?”

Once students have chosen their topics, model the following writing web, asking students to do their own webs and pointing out that the purpose of this step is to get ideas on paper, not to focus on writing complete sentences or worry about spelling or grammar:
My _____ Experience / Memory

When
- in ___
- on ___
- at
- ... ago

Where
- at ___
- in ___

With
- my ____
- alone

What happened
- first..
- next...
- then...
- last/finaly ....

Conclusion
- what you learned (the lesson)
- OR what advice you have for other people in the same situation
- OR how you feel about the situation now
- OR how the event changed you or your life
- OR what you will do in the future if something similar happens again
For more advanced students, model how the ideas on the web can be the basis for their paragraphs. Use your own web to demonstrate how you would write a paragraph. For less advanced students, model how the writing web can be used to write the paragraph, using the following paragraph skeleton or use the questions below:

(heading)

My ______________ Experience/ Memory

My ____________ experience / memory happened _______ ago in/at ________. I was with _____ / alone. First, .... Then / Later, .... Finally, .... In conclusion, I learned that .../ if this ever happens to you, ... if this ever happens to me again, I will... / now I feel .../ if you ever... / my advice to other people in this situation is ...

1. When did your experience happen?
2. Where did the event happen?
3. Who were you with?
4. What happened?
5. What did you learn?
6. What advice do you have for other people in the same situation?
7. How do you feel now about the event? How did the event change you or your life?
8. What will you do in the future if this ever happens again?
Instructor Sample Paragraph:

My embarrassing experience happened eight years ago here at MiraCosta College. I was with a class of beginning level students. On that day, I taught them vocabulary words for the parts of the body. I tried to explain “toes,” but some people in the class did not understand. Then I decided to take off my shoe. I had a big hole in my socks and my toes stuck out. I felt humiliated because many students laughed. In conclusion, I learned that you should check your socks before taking off your shoes in front of a class full of students, wear sandals when teaching about body vocabulary, or use pictures.

Revising
Ask students to draft their first versions. Have students self-evaluate and/or peer evaluate their writing with the checklist. Model how to use the checklist with a sample paragraph. Use the editing marks to assist students in finding and correcting their errors in subsequent drafts.

Editing / Proofreading
Use the proofreading marks and conferencing to provide students with feedback on their writing for the revision process. Don’t correct or rewrite students’ paragraphs for them. Model how to comprehend the proofreading marks and self correct. Give ample time and opportunities to revise.

Evaluation
Assessors evaluate students’ paragraphs with the rubric. Norming sessions will ensure that students’ paragraphs are scored uniformly across the program by level.

Application
Students will be able to write narrative and descriptive paragraphs with topic sentences, supporting details, and concluding sentences in correct paragraph format.
A Day to Remember

A year ago had the experience of my life. My friend Ana called to invite me to see her jump from an airplane. I was really impressed because I new she was a crazy girl but no that much and I thought I want to see when she says “Oh I can not do it”, so I went to see the show. When we got to the place she told that one of her friends was going to jump with her. We were waiting for her more than an hour but the time was up. She was so angry and sad because she had paid for the tickets two months ago more than 400 dollars. She sad I can not do it myself so let's get out of here. She broke my heart when I saw her face and I had to something. After a couple minutes I asked her "If you want I can jump with you" and she said right away yeah go, go, go. I never new how but when I opened my eyes I was 10,000 feet up there. A man behind me sad ready go and we were flying like eagles. When I was flying I felt that my body, my mind and my soul were free like never before. Now I know why God did not give us wings. I never ever thought to do something like these but it was incredible. Some things are not like they look like. I will remember it for the rest of my life.

My Saddest Memory

My saddest memory happened nine years ago in my country. I received a phone call from my Uncle telling me that my Aunt had an accident car. She passed away. I will never forget this day and the following day at her funeral because there were a lot problems. I miss her a lot.

My Bad Experience

My bad experience happened last year when I when to the mall in Oceanside with my daughters and I forgot my keys in the car. When I went back to my car, I didn’t see my keys in my wallet, I looked inside the car and I saw my keys inside the car. My baby was hungry, and my baby's diapers and baby bottle was in the car. I didn’t have any copy of my keys. I called my friend, and he came with a key and opened my car. In conclusion, it is a good idea to have one copy of your keys in your wallet or at your house.

My Funny Experience

My funny experience happened when I was 18 years old. A friend asked me if we could go eat, I said yes. Later we stopped at 7-11 and he bought two hot dogs for .99 cents and only one drink. He said we could share the drink. I got surprised. I did not say anything. I just learned when you out, always carry some money with you in case you are still hungry or thirsty. Why do you think I married him?

My Saddest Memory

My saddest memory happened two years ago in Tijuana at my home. I was with my family, we were eating when my feter asked me, were is your pet? I said it is out side. He told me, no it is not and then, I went out side and didn’t see my doog! I was very sad because I lost my dood. I culde not fin it, but Igot another doog. In conclusion, if you hava a pet, take care of it. My worst Memory happened five years ago at my home in Mexicali When my mother was sick I decided to go to the united states With my friend to work my mother cried and was very sad to my Conclusion if this ever happens to me again I will I would never have chosen to leave her and go such a far distance from her.
My scare experience

My scare experience happened two years ago. In my home when I was staying with my family. I was scared of all snakes. One day I slept in the afternoon. When I woke up, I saw a snake beside my bed. I was really scared. I shouted help, and my mom came. She told me it was not a real snake. My brother put it there. In conclusion, everybody don’t kid like this. Some people could have a shock.

My Saddest Memory

My saddest memory was when I got the bad news that my father had died. I was sad thinking that I was not going to be able to see him for the last time. During this time I had to leave my job and children to go see him all the way to Fresno, California because most of the family was over there. In conclusion I feel sad because this is the first anniversary of my father’s death. I miss him.

My Embarrassing Experience

My embarrassing experience happened when I was dancing, and my shirt ripped in the back, but I didn’t know what happened. Everyone laughed, and I couldn’t understand why. Finally I realized what everyone was laughing about. In conclusion, don’t dance so much that you rip your clothes and have to go home.

SAMPLE LESSON PLAN: DESCRIPTIVE PARAGRAPH
WRITE A PARAGRAPH ABOUT A FAVORITE PLACE

Language Skill Practice
Writing: Using a topic sentence, supporting details, and a concluding sentence

Grammar Focus
Compound and Complex Sentences, Conjunctions, Verb Tenses Depending on Topic (see list of suggested topics)

Materials needed
- Exercise 1: Sentence Combining
- Exercise 2: Sentence Combining Practice
- Exercise 3: Web for Writing about a Favorite Place
- Exercise 4: Paragraph Outline (Low Intermediate) Paragraph Questions (High Intermediate)
- Model Outline for Writing about a Favorite Place
- Sample Paragraph about a Favorite Place
Warm up/Review
Tell students your own answers to these questions:

- Where do you go when you are very happy?
- Where do you go when you are very sad?
- Is there a room in your home where you always feel comfortable?
- Or is there a natural place, such as in the forest or mountains, at a lake or in a park, where you like to go to?

Then, ask students to tell the class or a partner their responses to these questions.

Last, tell about your own favorite place and why it is a place where you feel comfortable, a place you enjoy, a place you feel peaceful, etc.

Introduction
Tell the students that they will write a paragraph about their own favorite places.

Ask students to brainstorm what a paragraph has / what a paragraph is. Possible responses may be the following:

- A group of sentences about one topic or one central idea
- A story or description that has a title
- Sentences with a topic sentence that tells what it is all about
- Sentences that have details, examples, explanations about the topic sentence or main idea
- Sentences with capital letters and punctuation (commas, periods, etc.)
- Sentences written in a special format (centered title, indented first line, margins, double spaced)
- A group of sentences that has a concluding sentence

Presentation
Writing Web

Use the writing web about a favorite place to demonstrate how to use it as a planning tool for a paragraph.
Model how you would fill it out in preparation for writing about your own favorite place.

My Favorite Place Writing Web


Paragraph Outline

Explain to students that the web exercise was a planning tool for writing their paragraphs.

For low intermediate students, use a paragraph outline to model how to write a paragraph describing a favorite place, using the web to supply missing words.
Sample Paragraph Outline

My Favorite Place

My favorite place is ________________________________, which is located _______________________. I like to go there when I am ________________ or ________________. It’s a ______________ with ________________. It has _______ and ______________. When I am there, I always ________________. I first found this spot when ________________. I was ________________ when suddenly I ________________. From that time on, I have _________________. ________________ knows I like to go there. _________________. I have taken / have never taken ________________ to this spot because ________________. This place is my favorite because it _________________.

Paragraph Questions

Explain to students that the web exercise was a planning tool for writing their paragraphs.

For high intermediate students, model how to write complete sentences to the questions and then copy the answers in paragraph form.
Sample Paragraph Questions:

1. What is your favorite place?
   My favorite place is …

2. Where is it located?

3. What can you see there?

4. How did you find it or how did it become your favorite place?

5. When did you find it or when did it become your favorite place?

6. Have you shared your favorite place with anyone or spent time there with someone special? If yes, with whom? When? If not, why not?

7. How does this place make you feel? Why?

Sample Paragraph

My Cozy Living Room

My favorite place is my living room in my house because it is a place with a lot of activity. It is a typical living room with a TV, couch, chair, coffee table, and bookshelf, but the people inside make it special. My daughter, husband, and I spend a lot of time there. It is the place where I spend my weekends talking with my family, watching movies, getting the latest news, and reading. My living room has been my favorite place for a long time now. I have rarely shared this
place with others outside my immediate family. This place makes me feel warm, cozy, and relaxed, and that is why it is my favorite place to be in the whole world.

Sample Paragraphs from Level 5, Fall 2008:
Available online at http://mccesl.pbwiki.com/

My Favorite Place

My favorite place is my living room, in my apartment because it is a place with a lot of activity. It is a typical living room with a TV, two sofas, two little birds, and it has plants, pictures, but the people inside make it special. My daughter, Sons, and I spend a lot of time there. It is the place where I spend my weekends talking with my family, talking about school, work, place, and watching movies. My living room is the happiest and most relaxing place for me.

My favorite place

My favorite is the football pitch in Oceanside because it is a place with a lot of activity. It is a typical football pitch with green grass, white lines, and happy people, and I spend a lot of time there. It is the place where I spend my weekends playing with my family and friends and running. The football pitch has been my favorite place for a long time now. I have rarely shared this place with others outside my immediate family. This place makes me feel happy, relaxed, and exited and that is why it is my favorite place to be in the whole world.

My Amazing Beach

My favorite place is Ixtapa, Gro, Mexico, because it is a place with a lot of fun. There is an amazing beach with hotels, disco-bars, museums, nature and special people. My family and I spend a lot of time there. It is the place where we go every weekend because we lived near, one hour by car. This beach has been my favorite place since 2005. I have always shared this place with my family and friends. That place makes me feel happy, comfortable, and relaxed, and that is why it is my favorite place to be in Mexico.

MY FAVORITE PLACE

My favorite place is the beach. It is located in Carlsbad. I can see the blue ocean, the sunset, the moon, stars, and dolphins. It has been my favorite
My Favorite Place

My favorite place is my living room. It is located on the first floor in my house next to the stairs. It has a sofa, a T.V, and a chair, my living room has been my favorite place since I have lived in my current residence, for five years. I like this place because I relax I can think, and I watch T.V. there. I have shared this place with my family and friends. I usually spend one hour a day in this special place. In conclusion, this place makes me feel happy and relaxed because my family is there.

My Favorite Place

My favorite place is The Palomar Mountains. I fell relaxed and happy there, because it is far away and quiet. It is located in North County near Valley Center and Santa Isabela. In the winter it looks beautiful because it has a lot of snow, tall trees, and animals. I found it when I was working in construction in the area and I started looking around one day during my break. I arrived there for the first time on December 5, 2003. I have shared this place twice a year with all my family, at Christmas. We always have a party day in the Palomar Mountains. This place makes me feel joyful because we enjoy special days together there.

My Cozy Room

My favorite place is my bedroom in my house because it is a very quiet, relaxing, and cozy place. It is a common bedroom with a bed, TV, DVD player, chair, stereo, and a little bookshelf. It is the place where I spend my five days of the week watching TV, listening to music, and reading. My room has been my favorite place for three years. I have rarely shared this place with others. This place makes me feel relaxed and cozy and that is why it is my favorite place for now.

My Relaxing Place

My favorite place is the park because it is a place with a lot of activity. It is natural and beautiful where people can walk to breathe the air. I spend a lot of time there with my friends. It is the place where I have fun. The park has been my favorite place for a long time now. I have sometimes shared
this place with my boyfriend. This place makes me feel relaxed, excited, and happy. This is why it is my favorite place to be in the magnificent world.

Revising
Have students self-evaluate and/or peer evaluate their writing with the checklist. Model how to use the checklist with a sample paragraph.

Editing / Proofreading
Use the proofreading marks and conferencing to provide students with feedback on their writing for the revision process. Don’t correct or rewrite students’ paragraphs for them. Model how to comprehend the proofreading marks and self correct. Give ample time and opportunities to revise.

Evaluation
Assessors evaluate students’ paragraphs with the rubric. Norming sessions will ensure that students' paragraphs are scored uniformly across the program by level.

Application
Students will be able to write narrative and descriptive paragraphs with topic sentences, supporting details, and concluding sentences in correct paragraph format.
# Paragraph Checklist

<table>
<thead>
<tr>
<th>Directions: Check Yes/No</th>
<th>Self</th>
<th>Self</th>
<th>Peer</th>
<th>Peer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

## Paragraph Content

1. **Does the paragraph have a topic sentence?**

2. **Does the paragraph have at least three supporting details?**

3. **Does the paragraph have a concluding sentence?**

4. **Is the meaning of each sentence clear?**

## Paragraph Format

1. **Does the paragraph have a title?**

2. **Is the paragraph indented?**

3. **Is the paragraph double-spaced?**

4. **Is the paragraph within margins?**

## Grammar and Punctuation

1. **Does each sentence begin with a capital letter?**

2. **Does each sentence end with punctuation?**

3. **Are all the words spelled correctly?**
# Proofreading Symbols Chart 1

<table>
<thead>
<tr>
<th>SYMBOL</th>
<th>DEFINITION</th>
<th>EXAMPLE</th>
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<td>SP</td>
<td>Spelling</td>
<td>The woman has <strong>eight</strong> children. <em>The woman has eight children.</em></td>
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<tr>
<td>P</td>
<td>Punctuation</td>
<td>We go to school every day. <em>We go to school every day.</em></td>
</tr>
<tr>
<td>C</td>
<td>Capitalization</td>
<td>I love to speak <strong>English</strong>. <em>I love to speak English.</em></td>
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<td>WW</td>
<td>Wrong Word</td>
<td>He lives at Vista. <em>He lives in Vista.</em></td>
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<td>^</td>
<td>Add a Word</td>
<td>You should speak to ^ teacher. <em>You should speak to the teacher.</em></td>
</tr>
<tr>
<td>X</td>
<td>Take Out a Word</td>
<td>Do you go to the work? <em>Do you go to work?</em></td>
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<tr>
<td>SV</td>
<td>Subject/Verb Agreement</td>
<td>She live in a big house. <em>She lives in a big house.</em></td>
</tr>
<tr>
<td>VT</td>
<td>Verb Tense</td>
<td>I go to the beach yesterday. <em>I went to the beach yesterday.</em></td>
</tr>
<tr>
<td>AG</td>
<td>Agreement</td>
<td>Three boy went to school. <em>Three boys went to school.</em></td>
</tr>
<tr>
<td>?</td>
<td>Unclear Meaning</td>
<td>She likes very today. <em>She likes to play tennis every day.</em></td>
</tr>
<tr>
<td>\</td>
<td>Indent</td>
<td>This is the first sentence in a paragraph. <em>This is the first sentence in a paragraph.</em></td>
</tr>
<tr>
<td>WO*</td>
<td>Word Order</td>
<td>They went yesterday to school. <em>They went to school yesterday.</em></td>
</tr>
<tr>
<td>WF*</td>
<td>Wrong Form</td>
<td>She is a beauty woman. <em>She is a beautiful woman.</em></td>
</tr>
<tr>
<td>SF*</td>
<td>Sentence Fragment</td>
<td>Because I was tired. <em>I went to bed because I was tired.</em></td>
</tr>
<tr>
<td>RO*</td>
<td>Run-on Sentence</td>
<td>He walks to school and because of the big school he gets lost but he likes it. <em>He walks to school. The school is big and sometimes he gets lost but he likes it.</em></td>
</tr>
</tbody>
</table>

*Optional
SIMPLIFIED PROOFREADING SYMBOLS CHART 2*

<table>
<thead>
<tr>
<th>SYMBOL</th>
<th>DEFINITION</th>
<th>EXAMPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>SP</td>
<td>Spelling</td>
<td>The woman has <strong>eighth</strong> children.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>The woman has <strong>eight</strong> children.</em></td>
</tr>
<tr>
<td>P</td>
<td>Punctuation</td>
<td>We go to school everyday.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>We go to school everyday.</em></td>
</tr>
<tr>
<td>C</td>
<td>Capitalization</td>
<td>I love to speak <strong>English</strong>.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>I love to speak English.</em></td>
</tr>
<tr>
<td>^</td>
<td>Add a Word</td>
<td>You should speak to ^ teacher.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>You should speak to the teacher.</em></td>
</tr>
<tr>
<td>X</td>
<td>Take Out a Word</td>
<td>Do you go to the work?</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Do you go to work?</em></td>
</tr>
<tr>
<td>SV</td>
<td>Subject/Verb Agreement</td>
<td>She <strong>live</strong> in a big house.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>She <strong>lives</strong> in a big house.</em></td>
</tr>
<tr>
<td>VT</td>
<td>Verb Tense</td>
<td>I <strong>go</strong> to the beach yesterday.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>I <strong>went</strong> to the beach yesterday.</em></td>
</tr>
<tr>
<td>?</td>
<td>Unclear Meaning</td>
<td>She likes <strong>very today</strong>.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*She likes <strong>very today</strong>.</td>
</tr>
<tr>
<td>→</td>
<td>Indent</td>
<td>This is the first sentence in a paragraph.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>This is the first sentence in a paragraph.</em></td>
</tr>
</tbody>
</table>

*OPTIONAL

Scoring Rubric

MiraCosta College Noncredit Program
Intermediate Level Writing Outcome: Paragraph
Student Name or ID# ______________________

Total points possible = 20
Level 4 Pass = 14
Level 5 Pass = 16

<table>
<thead>
<tr>
<th>Content / Organization</th>
<th>12</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Well-written topic sentence; Adequate details provided in supporting sentences; Effective concluding sentence; All sentences on topic</td>
<td></td>
<td>12 - 11 - 10 - 9</td>
</tr>
<tr>
<td>Topic sentence unclear; Some details in supporting sentences but more needed or not all relevant; Concluding sentence not effective; Off-topic content</td>
<td>8 - 7 - 6 - 5</td>
<td></td>
</tr>
<tr>
<td>No topic sentence; Insufficient details or unrelated/irrelevant details in supporting sentences; No concluding sentence; Controlling idea unsupported, incoherency</td>
<td>4 - 3 - 2 - 1 - 0</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sentence Structure &amp; Vocabulary</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Variety of sentences (simple, complex, compound); Correct vocabulary use, variety in word choices</td>
<td>3 - 2</td>
</tr>
<tr>
<td>Only simple sentences; Numerous errors in word choices or excessive repetition</td>
<td>1 - 0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grammar, Mechanics</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Correct verb tense for topic; Correct punctuation (capital letters, commas, periods, etc.); All words spelled correctly</td>
<td>3 - 2</td>
</tr>
<tr>
<td>Some verbs incorrect; Some missing or incorrect punctuation; Minor spelling errors</td>
<td>1</td>
</tr>
<tr>
<td>Incorrect verb tense use impedes meaning; Numerous punctuation errors impede meaning; Spelling errors impede comprehension</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Format, Legibility</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard format with centered title, appropriate margins, indented first sentence; Neat and legible</td>
<td>2 - 1</td>
</tr>
<tr>
<td>Not standard format; No title; Not within margins; Illegible</td>
<td>0</td>
</tr>
</tbody>
</table>

Score __________/ 20 points Pass / No Pass
Samples of Other Intermediate Level Paragraphs

Low Intermediate Level – Average Paper

Christmas Day

Christmas is my favorite day. My family gets together for Christmas, and the new year. We celebrate the holiday with my Son and his family. My Daughter and her family. We cook holiday food. Buñuelos, tamales, we celebrate the holiday with Christmas music. And we attend the Christmas Mass.

Low Intermediate Level – Average Paper

When I first came to the U.S I wasn’t able to speak English, because I didn’t learn English in my Country. And also I wasn’t able to work, because I didn’t have permit to work. Also when I saw the police car I was to nervous because I taught it was a border patrol but it wasn’t. It was a police car, my friend told me don’t be nervous they didn’t do nothing. Now I am able to speak a little be English. I can communicate English. Also I am able to work to drive because I have permit to work license to drive. Now I feel free.
My Special Role Model

My husband is a special role model in my life. He is responsible, organized and a kind man. First, my husband is a responsible man because he always work hard everyday to give our children and me everything that we need. Second, my husband is organized because he has all his important papers order. He also is organized with his money. Finally, my husband is a kind man because he helps everybody. I admire my husband because he is responsible, organized, and kind. I love my husband because he is a good example for my children and me.