

This page was intentionally left blank! Feel free to take notes and/or doodle here!

Nebraska Department of Education Scoring Guide for Descriptive Writing – Analytic - GRADE 8

	1	2	3	4
IDEAS / CONTENT 35%	<ul style="list-style-type: none"> The picture of what is being described is unclear. Content has many digressions from the topic. Sensory details are lacking. 	<ul style="list-style-type: none"> The picture of what is being described is limited. Content has some digressions from the topic. Sensory details are limited or unrelated. 	<ul style="list-style-type: none"> The picture of what is being described is clear. Content is generally focused on the topic. Sensory details are adequate and related. 	<ul style="list-style-type: none"> The picture of what is being described is clear and vivid. Content is well-focused on the topic. Sensory details are numerous and relevant.
ORGANIZATION 25%	<ul style="list-style-type: none"> Structural development of an introduction, body, and conclusion is lacking. Pacing is awkward. Transitions are missing or connections are unclear. Paragraphing is ineffective or missing. 	<ul style="list-style-type: none"> Structural development of an introduction, body, and conclusion is limited. Pacing is somewhat inconsistent. Transitions are repetitious or weak. Paragraphing is irregular. 	<ul style="list-style-type: none"> Structural development of an introduction, body, and conclusion is functional. Pacing is generally controlled. Transitions are functional. Paragraphing is generally successful. 	<ul style="list-style-type: none"> Structural development of an introduction, body, and conclusion is effective. Pacing is well-controlled. Transitions effectively show how ideas connect. Paragraphing is sound.
VOICE / WORD CHOICE 20%	<ul style="list-style-type: none"> Wording is inexpressive and lifeless, conveying little sense of the writer. Voice inappropriate for the purpose and audience. Language is neither specific, precise, nor varied. Few, if any, vivid words or phrases are used. 	<ul style="list-style-type: none"> Wording is occasionally expressive, conveying a limited sense of the writer. Voice is sometimes inappropriate for the purpose and audience. Language is occasionally specific, precise, and varied. Some vivid words and phrases are used. 	<ul style="list-style-type: none"> Wording is generally expressive, conveying a sense of the writer. Voice is generally appropriate for the purpose and audience. Language is generally specific, precise, and varied. Adequate vivid words and phrases are used. 	<ul style="list-style-type: none"> Wording is expressive and engaging, conveying a strong sense of the writer throughout. Voice is well-suited for the purpose and audience throughout. Language is specific, precise, and varied throughout. Numerous vivid words and phrases used effectively.
SENTENCE FLUENCY / CONVENTIONS 20%	<ul style="list-style-type: none"> Sentences seldom vary in length or structure. Phrasing sounds awkward and unnatural. Fragments or run-ons confuse the reader. Grammar, usage, punctuation, and spelling errors throughout distract the reader. 	<ul style="list-style-type: none"> Sentences occasionally vary in length or structure. Phrasing occasionally sounds unnatural. Fragments or run-ons sometimes confuse the reader. Grammar, usage, punctuation, and spelling errors may distract the reader. 	<ul style="list-style-type: none"> Sentences generally vary in length or structure. Phrasing generally sounds natural. Fragments and run-ons, if present, do not confuse the reader. Grammar, usage, punctuation, and spelling are usually correct and errors do not distract the reader. 	<ul style="list-style-type: none"> Sentences vary in length and structure throughout. Phrasing consistently sounds natural and conveys meaning. Fragments and run-ons, if present, are intended for stylistic effect. Grammar, usage, punctuation, and spelling are consistently correct and may be manipulated for stylistic effect.





Rubric Self-Assessment Tool

Grade 8 – Descriptive Essay NeSA-W				
	Yes	Somewhat	Not Ready	
Ideas/Content 35%				My description is clear with lots of good sensory details.
Organization 25%				My paper has a well-organized introduction, body and conclusion that connect the ideas together.
Voice/Word Choice 20%				My paper uses language that is specific, precise, and varied in describing the person, place, or thing.
Sentence Fluency / Conventions 20%				My paper is written very well with quality sentence structure, grammar and punctuation.



**NeSA Writing Preparation
Anchor Paper Score Sheet**

Anchor Paper	Ideas / Content	Organization	Voice / Word Choice	Sentence Fluency / Conventions

This page was intentionally left blank! Feel free to take notes and/or doodle here!

SHOW ME SENTENCES

When using descriptive writing to jazz up our work, we need to make sure that we “show” instead of “tell”.

For example, it is pretty easy for me to simply tell you that “My dog is lazy”. However, I think we can agree that it makes for a pretty boring sentence.

Try this instead: “My dog likes to sleep on my bed. When I wake up in the morning, he growls when I turn on the light, and refuses to move when I try and make the bed. When I came home from work last week, I found him sprawled in the same place as I had left him, with his little doggie head resting on my pillow”.

Do you see the difference? In the first example, I am simply telling you that my dog is lazy. In the second sentence, I am clearly showing you the lazy habits of my dog; I don’t need to specifically tell you that he is lazy, as it can be clearly inferred by the details in my writing.

In the space below, use the “Show and not Tell” strategy to make these sentences more exciting.

My bedroom is messy. _____

I was scared. _____

The twins are totally different. _____

EVEN MORE SHOW ME SENTENCES

My Dad is funny. _____

My teacher is nice. _____

She watched the boy fall off his bike _____

My best friend loves chocolate. _____

My cat smells funny. _____

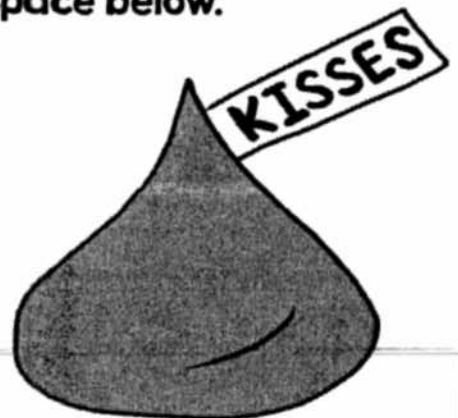
The bully was the meanest kid in school. _____

SHOW, DON'T TELL KISSES

I am going to give you a chocolate kiss. I want you to imagine you have never seen or tasted one before. Without touching it or picking it up, describe what it looks like in the space below.

Now you get to pick up your kiss and examine it. What does it feel like? Describe it in detail in the space below.

Now our classroom is going to be very quiet. I want you to carefully unwrap your kiss. What does it sound like? Use your descriptive language skills to describe it in the space below.



SHOW, DON'T TELL KISSES

Carefully pick up your kiss and smell it. Make sure it doesn't melt in your hands! What does it smell like? Describe the scent in the space below - but you are not allowed to use the word "chocolate" anywhere in your description!

Ready for the best part? You now get to pop the kiss into your mouth and taste it. Don't just chew it up and swallow it - let it melt in your mouth and fully savor the experience. What does it taste like? Use your descriptive writing skills to describe it in the space below. Again, you may not use the word "chocolate".

Using all the details you have gathered, write a detailed description of a chocolate kiss. Be sure to "show" and not "tell".

SHOW, DON'T TELL FEELINGS

AFRAID

EMBARASSED

HAPPY

HOT

COLD

ANGRY

SHOW, DON'T TELL FEELINGS

SHY

SHOKED

SAD

EXCITED

TIRED

NERVOUS

SHOW, DON'T TELL

5 SENSES

SIGHT

SOUND

SHOW, DON'T TELL

5 SENSES

SMELL

TASTE

TOUCH

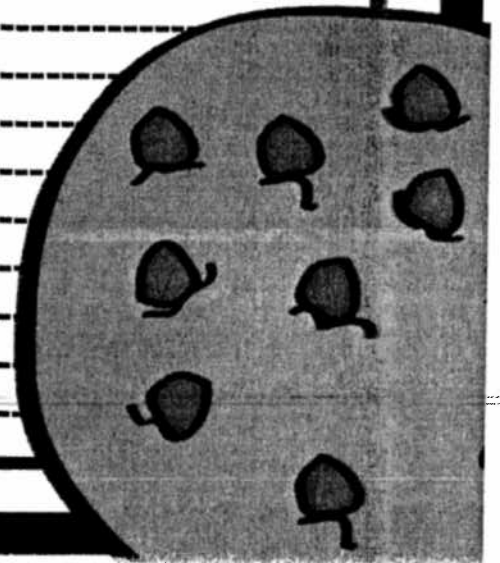
SHOW, DON'T TELL COOKIES

In the space below, tell me what your cookie looks like.

A large rectangular box with a thick black border, containing ten horizontal dashed lines for writing.

Now, taste your cookie. What does it taste, feel, smell like? In the space below, use your descriptive writing skills to show what a cookie is like.

A large rectangular box with a thick black border, containing ten horizontal dashed lines for writing.



This page was intentionally left blank! Feel free to take notes and/or doodle here!

SHOW, DON'T TELL

In each box you will find one "tell" sentence. In the space provided, write two sentences that you could use to "show" the same information. The first one is done for you.

- "Sweat poured from his face as he raced through the finish line"
- "His legs pumped up and down like a runaway train"

"THE BOY RAN VERY FAST"

"THE LION WAS THE KING OF THE JUNGLE"

"THE GIRL WAS VERY SLEEPY"

"THE LIBRARY WAS FULL OF BOOKS"

SHOW, DON'T TELL

Use the space below to come up with some of your own show and tell sentences. Write the "tell" sentence in the small box. Write two "show" sentences in the space beside it.

--	--

--	--

--	--

--	--

Day 1: Soda Pop

- Using the Right Word, Comma (Interjections), Sentence Fragment, End Punctuation, Capitalization

People in the world drink more than 260 million glasses of cola every day. Wow, that's nearly as many Sodas as there are people in the United States and nearly three times the number of miles from the earth to the sun! People drink more Sodas than there are cubic yards of concrete in the Grand Coulee Dam. More Sodas than anyone cares to count! Why would health-conscious people put so much fizz into their stomachs?

Day 2: Old Gold Fred

- Using the Right Word, Wordy Sentence, Apostrophe, End Punctuation, Subject-Verb Agreement, Abbreviations

Goldfish kept in homes usually don't live five years. Considering that he lived to be 41 years old, Fred is the oldest goldfish on record. Mr. Wilson, Fred's owner, must have made a special point of taking care of his fishbowl pet and giving it lots of attention. He changed Fred's water and cleaned Fred's fishbowl regularly. I wonder if Mister Wilson talked to Fred, too. Don't you wonder what Fred ate?

Day 3 : The Lessons of War

- Comma Splice, Plurals, Using the Right Word, Verb (Irregular and Tense), Capitalization

The Mexican-american War ended in 1848, the United States gains 525,000 square miles of territory from Mexico. The United States had growed by one-fourth, Mexico had shrinked by one-half. The Mexican-American War teached many soldiers how too fight and many officers how to led. In one of his reports, captain Robert E. Lee talked in glowing terms of a young officer named Grant. Thirteen years later, these two mans would be enemys, fighting on, opposite sides in the American civil war.

Day 4 : Casualties of War

- Using the Right Word, Capitalization, Quotation Marks, Verb (Irregular), Comma (Interruptions)

My History teacher said, in the Civil War, many soldiers who lived threw the battles dyed later of there wounds. He said that at the Battle of Sharpsburg near antietam creek in Maryland, more than 5,000 soldiers were slayed between sunrise and sunset. It was the bloodiest battle of the Civil War, leaving an additional 19,000 men wounded. Three thousand of these died latter of their wounds. Medical science had not unfortunately progressed to the point where it could save many of the wounded.