|  |  |
| --- | --- |
| **POORER/WEAKER WORD(S)** | **STRONGER/BETTER WORD(S)** |
| says | states, declares, utters, articulates, replies, exclaims, answers, expresses, asserts, manifests (in), avers, affirms, maintains, avows, proclaims, announces |
| ESPECIALLY AVOID **“WOULD”** or **“HAS/HAVE TO BE”** or any combination!!!!(as in “I **would say** the most important teacher in my life is Mr. Cush,” or “The most important teacher in my life **would be** Mr. Cush,” or “Mr. Cush **has to be** the most important teacher in my life,” or “Mr. Cush **would have to be** the most important teacher in my life”). | Instead, keep the verbiage simple:“The most important person in my life is Mr. Cush.” |
| uses | employs, utilizes, applies, exploits, draws upon |
| shows/proves (as in a thesis/topic sentence or commentary, such as “Herrick’s use of personification shows/proves...”) | demonstrates, illustrates, explains, evinces, exemplifies, manifests, details, reveals, exhibits, expounds, epitomizes, illuminates, represents |

AN EASY STATEGY TO HELP AVOID THE POORER/WEAKER WORDS:

Use the “Find” function under “Edit”—this will allow you to find any of the above words in a typed essay.

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**Writing mechanics/grammar/editing**:

 Ω Spelling/Capitalization

 Ω Usage: correct use of too/two/to

 where/were/we’re

 know/now

 there/they’re/their

 cause/because/cuz

 your/you’re

 it’s/its

 Ω Contractions/Possessives/Plurals: have you properly used apostrophes?

 Contractions: don’t/won’t/couldn’t/etc.

 Possessives: I graded the **student’s** essay.

 Plural possessives: I graded the **students’** essays.

 Plurals: NO APOSTROPHE NECESSARY!!!!

 Ω Do nots: Do not begin sentences with “**Well**” or “**So**.”

 Do not break up words at the end of a line of writing/typing.

 Do not use words like “**gonna**” or “**sorta**” or “**kinda**” unless

 it’s part of your dialogue.

 Do not use uncensored forms of profanity.

 Ω Run-on sentences/Fragments: are sentences short, succinct, focused and to the point?

If there are more than two verbs, or more than two subjects, your sentence is probably

**too long**.

 Have you used proper punctuation (periods, semi-colons, commas)?

 Have you used **coordinating conjunctions (for, and, nor, but, or, yet, so)--usually with a comma as well?**

 Ω Verb tense: are you consistent with your verb tense?

 **Do not carelessly mix and match past and present verb tenses in your essay**!

COVER LETTER RUBRIC: NAME:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | 1 | 2 | 3 | 4 | 5 |
| **Paragraph 1** | Weak attempt |  | States career goals, strengths, qualities, and achievements;NOT VERY COMPLETE AND THOROUGH |  | Clearly states career goals, strengths, qualities, and achievements;VERY COMPLETE AND THOROUGH |
| **Paragraph 2**  | Weak attempt |  | Incompletely describes:a) Best work ANDb) Specific skills gained ANDc) What was learned |  | Clearly and THOROUGHLY describes: a) Best work ANDb) Specific skills gained ANDc) What was learned |
| **Paragraph 3** | Weak attempt |  | Incompletely explains portfolio’s:a) Relation to career goals,b) Improvement, andc) Achievement |  | Clearly and THOROUGHLY explains portfolio’s: a) Relation to career goals,b) Improvement, andc) Achievement |
| **Paragraph 4** | Weak attempt |  | Fairly complete |  | Very thorough |
| **PRIDE/EFFORT/****GRAMMAR** | Sloppy;Little evidence of effort | Poor penmanship;Many errors in grammar/spelling/etc.; No double-spacing; Missing pre-writing assignments;Does NOT follow directions (FORMAT!!!) | Neatly written;Some errors in grammar/spelling/etc.; No double-spacing; Most pre-writing assignments;Follows most directions (FORMAT!!!) | Neatly written/typed;Few errors in grammar/spelling/etc.; Double-spaced; Most pre-writing assignments;Follows ALL directions (FORMAT!!!) | Neatly written/typed;Almost NO errors in grammar/spelling/etc.; Double-spaced; ALL pre-writing assignments;Follows ALL directions (FORMAT!!!) |

STANDARDS MET:

**2.0 Writing Applications (Genres and Their Characteristics)**

Students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words each. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.

2.3 Write reflective compositions:

a. Explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies (e.g., narration, description, exposition, persuasion).

b. Draw comparisons between specific incidents and broader themes that illustrate the writer’s important beliefs or generalizations about life.

c. Maintain a balance in describing individual incidents and relate those incidents to more general and abstract ideas.

2.4 Write historical investigation reports:

a. Use exposition, narration, description, argumentation, or some combination of rhetorical strategies to support the main proposition.

b. Analyze several historical records of a single event, examining critical relationships between elements of the research topic.

c. Explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation.

d. Include information from all relevant perspectives and take into consideration the validity and reliability of sources.

e. Include a formal bibliography.

**1.0 Written and Oral English Language Conventions**

Students write and speak with a command of standard English conventions.

1.1 Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.

1.2 Produce legible work that shows accurate spelling and correct punctuation and capitalization.

1.3 Reflect appropriate manuscript requirements in writing.