



***GRASPS:**

a focus on

WRITING



Aligned to the Wisconsin State Standards and MPS Learning Targets

***Based on the Understanding by Design (UbD) Framework
developed by Grant Wiggins and Jay McTighe**



Table of Contents

<i>Page Number(s)</i>	<i>Topic</i>
3	<i>Acknowledgements</i>
4	<i>Introduction</i>
5	<i>Wisconsin Standards</i>
6	<i>Levels of Assessment</i>
7	<i>Use of Rubrics</i>
8	<i>Effective Feedback</i>
10-15	<i>K5 GRASPS</i>
17-23	<i>Grade 1 GRASPS</i>
25-33	<i>Grade 2 GRASPS</i>
35-54	<i>Grade 3 GRASPS</i>
56-71	<i>Grade 4 GRASPS</i>
73-86	<i>Grade 5 GRASPS</i>
88-92	<i>Grade 6 GRASPS</i>
94-101	<i>Grade 7 GRASPS</i>
103-109	<i>Grade 8 GRASPS</i>
111-114	<i>Grade 9 GRASPS</i>
116-119	<i>Grade 10 GRASPS</i>
121-124	<i>Grade 11& 12 GRASPS</i>
125	<i>Instructional Design Template</i>
126-127	<i>GRASPS Templates</i>
128-129	<i>Frequently Asked Questions</i>
130	<i>Guidelines for Creating Quality GRASPS</i>
132-135	<i>Rubrics</i>
136-146	<i>Glossary</i>



Acknowledgements

William Andrekopoulos, Superintendent
Arleen Dansby-White, Director of the Office of Instructional
Leadership and Support
Kathy Williams, Director of the Division of Teaching and Learning

Contributors:

Jane Borden
Lois Calloway
Lisa Gardiner
Kerry Goggins
Vickie Hall
Heidi Hernandez
Laura Michelz
Doreen Nehmer
Carol Reiners
Sandra Ruechel
Rebecca Skeeter
Bianca Williams-Griffin
Traci Wise
Staff at Victory School

I am very grateful to the fine educators who worked to ensure the quality of usefulness of the contents of this document, and to the administration for their support.

-Patrice Ball



Introduction

Milwaukee Public Schools (MPS) educators crafted this document to provide teachers with resources they can use to engage students in meaningful learning experiences. The document consists of two major components, GRASPS and general rubrics. GRASPS are authentic assessments; the general rubrics are composed of criteria teachers and students can use to assess student work.

GRASPS are performance-based assessments intended to provide students with experiences found in the real world. GRASPS are one element of the Understanding by Design Framework. Understanding by Design is a flexible framework meant to guide instructional design; it consists of three components or *Stages*--as Grant Wiggins and Jay McTighe, originators of UbD, call them. Stage One refers to expectations—*what do we want students to know and be able to do as a result of this unit?* Stage two comprises the evidence—*how will we know when students are “there” and how good is “good enough”?* Stage Three consists of the experiences—*what activities and strategies can we purposefully create and employ to assist our learners as they work to achieve success in the designated Learning Targets?* For more information about Understanding by Design, please see the English Language Arts (ELA) area of the MPS Portal.

General rubrics are designed to equip students and teachers with a general understanding of what matters in English Language Arts, based on the Wisconsin State Standards. These rubrics allow for reliable application of criteria across teachers, classes, and schools. However, general rubrics are only valid when accompanied by student work samples, or anchors. These samples provide an example of the range of student performance across the scores found in the rubric. Working together, general criteria and student work samples become powerful tools to create a consistent and coherent system of teaching and learning.

In addition, classroom teachers should use these rubrics as starting points to develop task-specific rubrics. Task-specific rubrics are rubrics that, while based on the essential criteria of the general rubric, contain additional or more specified criteria. Task-specific rubrics are tailored to particular assessment tasks.

While the primary audience for this document is English Language Arts teachers, teachers in all content areas can benefit by using common rubrics to assess English Language Arts skills. English Language Arts—just like visual, musical, and theatrical arts—are meant to be assessed in a context of authentic student products and performances. Therefore, teachers in all disciplines can apply the criteria found in these rubrics as they assess the application of content knowledge across the curriculum. By using two rubrics—one to assess content understanding, and one to assess the processes of English Language Arts, teachers are able to provide students with specific feedback designed to enhance performance in both content knowledge and skills.



Wisconsin State Standards in English Language Arts

- Academic standards specify what students should know and be able to do, what they might be asked to do to give evidence of standards, and how well they must perform. They include content, performance, and proficiency standards.
- Content standards refer to what students should know and be able to do.
- Performance standards tell how students will show that they are meeting a standard.
- Proficiency standards indicate how well students must perform.

(from Wisconsin's Model Academic Standards for English Language Arts, published by the Wisconsin Department of Public Instruction, 1998)

- Learning Targets are standards-based, grade-specific statements of what students should know and be able to do in various content areas *(Milwaukee Public Schools).
- Specifications for Learning Targets – Specifications are the teachable components of the K-12 Learning Targets; they provide detailed information that describes exactly what students are expected to know and do to meet the expectations of a Learning Target. Specifications in English Language Arts are deconstructed into knowledge, reasoning, skills, evidence, and dispositions *(Milwaukee Public Schools).

***In Wisconsin, the English Language Arts include the following areas:**

- A. Reading / Literature**
- B. Writing**
- C. Oral Language**
- D. Language**
- E. Media and Technology**
- F. Research and Inquiry**



Levels of Assessment

There are inherent differences between and among the three levels of assessment. These important distinctions require purposeful differences in format, use, feedback, and reporting. Classroom teachers who are effective users of classroom assessments FOR and OF Learning help close gaps in achievement and equip students with powerful learning tools while preparing them to meet the expectations of grade-level Learning Targets.

Level Three = CLASSROOM LEVEL

Purposes – To assess an individual student’s areas of strength and weakness as he/she works to meet the goals of specifications and Learning Targets; to determine how to adjust instruction to meet student needs (formative); to inform decisions for marks/grades (summative)

- Majority – Assessments FOR Learning
- Periodic – Assessments OF Learning

Level Two = DISTRICT LEVEL

Purpose – To provide data to assess the effectiveness of program decisions, including resources to support curriculum and instruction

- Assessments OF Learning

Level One = STATE AND NATIONAL LEVEL

Purpose – To provide data to assess the proximity of groups of students and schools in meeting standards

- Assessments OF Learning



Use of Rubrics

Formative and Summative Rubrics:

- Teachers and students should use formative rubrics to provide effective feedback designed to improve performance **during** the learning process (Assessment FOR Learning). Effective feedback will help learners improve.
- Summative rubrics (with scores of 0-4) should be used to assess performance **at a point in time** (assessment OF Learning). This should be done only after students have engaged in many practice opportunities.

4:1

General Guidelines:

- For every **one** (1) assessment that counts for a mark (grade, score, etc.) students should be provided with (approximately) **four** (4) practices that include effective feedback, and are strategically designed for gradual release.
- For example, during the **first opportunity** the teacher might show students an exemplar, explaining how the performance meets the criteria in the rubric. The **next time** a small group of students could attempt a related task. **The third might provide the student with an opportunity to practice the skill(s) independently.** Effective feedback (no scores) from the teacher and the student's peers should follow this performance. In addition, the student should also compose a self-assessment that indicates (1) how he/she performed in relation to the public criteria (in the formative rubric), (2) what he/she will work on next time to improve (again, based on the criteria), and (3) how he/she will do so (what strategies will might he/she employ). **The fourth performance should be a “dry run” or rehearsal of the culminating experience** that will ultimately count for a grade or score. Because it is still a supported experience, the teacher could differentiate the performance by increasing the expectations for students who have already demonstrated proficiency. Student confidence will rise with each practice. **Working to improve one or two areas at a time is manageable.** High quality assessment design suggests that a different prompt or scenario should be used for each attempt. **Finally, in the one (1) assessment the teacher provides a holistic score to sum up the student's performance (this one “counts”).**



The Process of Providing *Effective Feedback

** Effective feedback makes a measurable difference in a learner's performance.*

First – View or listen to the performance *Listening to the student tell about his or her product/performance vs. examining it yourself is encouraged in the revision stage as it helps the teacher attend to areas to revise vs. areas to edit. It takes practice to train yourself to not comment on the errors in conventions right away. Revision is a skill in listening; editing entails skills in seeing (what to correct prior to publication).*

Next – Create a mental or written list of all of the areas that need attention.

Then – Prioritize – Make a judgment about which component of writing to focus on (first). *Where are the greatest needs?* Consider developmental level and transferability in your decision.

After that – Craft the feedback (*), attending to the goal of keeping the student in the driver's seat. Use phrases like "How **might** you..." "Can you think of a piece of writing you read that..." (refer to a specific component of effective writing—or suggest that student review a piece and ask the student to discover the technique the author used). OR Lead the student to his/her writer's notebook or other resources to rekindle possible strategies to use.

Finally, Deliver the feedback- starting with something the student is doing well. This serves two purposes; one--it validates what the student is building on and acknowledges what he or she **can** do, and two—it provides language to describe and point to something positive that the student may not have noticed, or may not have recognized as "doing well" or doing well **purposefully**. If the feedback is given near other students, it also has the ability to filter into their work too.

Here's the equation:

Pat on the Back + Specific Advice + Reasons Behind the Specific Advice =
EFFECTIVE Feedback

(*)Feedback should:

- Be specific
- Include possible next steps / lead to resources
- Be Transferable / not limited to this one situation
- Avoid statements that can be answered as "yes" or "no"
- Tell why / provide explanation of effect on the performance



GRASPS

Grade K5

English Language Arts

Writing

Elementary School Section



G.R.A.S.P.S.
Descriptive
Writing, Kindergarten

MPS Learning Targets

B.K.1 - Express ideas using words and sentences.

B.K.2 - Participate in the planning, revising, editing, and publishing components of the writing process.

B.K.3 - Demonstrate an understanding of the relationship between written symbols and the spoken word.

WI Content Standard

Students in Wisconsin will write clearly and effectively to share information and knowledge, to influence and persuade, to create and entertain.

For The Student:

Animal Action

You are a zookeeper at the Milwaukee County Zoo. You have been asked to write a caption that describes one of the animals. Your description will help people who come to the zoo learn more about that animal.

For The Teacher:

Goal: The student's goal is to write a descriptive caption about an animal from the zoo.

Role: The student will be a zookeeper.

Audience: The audience of the writing will be people who visit the zoo.

Situation: The situation is the student, a zookeeper who knows a lot about different animals, has been asked to write a descriptive caption about one of the animals in the zoo.

Product, Performance and Purpose: The student will write a descriptive caption.

Standards and Criteria for Success: The writing will be assessed using the MPS K-2 Writing Rubric. The student should also use these criteria to self-assess.



G.R.A.S.P.S.
Descriptive
Writing, Kindergarten

MPS Learning Targets

B.K.1 - Express ideas using words and sentences.

B.K.2 - Participate in the planning, revising, editing, and publishing components of the writing process.

B.K.3 - Demonstrate an understanding of the relationship between written symbols and the spoken word.

WI Content Standard

Students in Wisconsin will write clearly and effectively to share information and knowledge, to influence and persuade, to create and entertain.

For The Student:

Under Construction

You are a builder who constructs homes. Your neighbors would like you to build a new home for them. Your goal is to draw a picture and write a description of the home. Include details that make this home special.

For The Teacher:

Goal: The student's goal is to write a description and create a picture of a house he or she designed for a neighbor.

Role: The student will be a builder who designs and constructs homes.

Audience: The audience for the writing will be neighbors.

Situation: The student has been given the task of creating, drawing, and describing a house he or she might build for a neighbor.

Product, Performance and Purpose: The student will develop a picture and a written description.

Standards and Criteria for Success: The writing will be assessed using the MPS K-2 Writing Rubric. The student should also use these criteria to self-assess.



G.R.A.S.P.S.
Narrative
Writing, Kindergarten

MPS Learning Targets

B.K.1 - Express ideas using words and sentences.

B.K.2 - Participate in the planning, revising, editing, and publishing components of the writing process.

B.K.3 - Demonstrate an understanding of the relationship between written symbols and the spoken word.

WI Content Standard

Students in Wisconsin will write clearly and effectively to share information and knowledge, to influence and persuade, to create and entertain.

For The Student:

Postcards from a Fieldtrip

We just went to _____ on a fieldtrip. Your task now is to create a postcard that will be sent to Mr./Mrs./Ms./Dr. Principal or Mr./Mrs./Ms./Dr. Assistant Principal telling them all about your fieldtrip. On one side of your postcard draw a picture that shows something we did on our fieldtrip. On the other side of your postcard write words and/or sentences telling what you learned.

For The Teacher:

Goal: The student's goal is to compose a postcard.

Role: The student will be a student who just returned from a fieldtrip.

Audience: The audience for the postcard will be the principal or assistant principal of the school.

Situation: The student has been given the task of writing a postcard to tell about experiences he/she has had on a recent fieldtrip.

Product, Performance and Purpose: The student will write and illustrate a postcard.□

Standards and Criteria for Success: The MPS K-2 Writing Rubric will be used to assess the student's writing. The student should also use these criteria to self-assess.



G.R.A.S.P.S.
Expository
Writing, Kindergarten

MPS Learning Targets

B.K.1 - Express ideas using words and sentences.

B.K.2 - Participate in the planning, revising, editing, and publishing components of the writing process.

B.K.3 - Demonstrate an understanding of the relationship between written symbols and the spoken word.

WI Content Standard

Students in Wisconsin will write clearly and effectively to share information and knowledge, to influence and persuade, to create and entertain.

For The Student:

Perfect Pizza

You are the top chef at the most famous pizza parlor in town and you create all of the recipes for the food on the menu. The owner has asked you to add a new pizza to the menu; this new recipe will be featured in a cooking magazine. Include a picture of what this pizza will look like after it is cooked, then write a recipe that includes all of the ingredients you will use to create this perfect pizza. Write your recipe using words and/or sentences that explain all of the things that will top the pizza. Then explain how to put together and cook the pizza.

For The Teacher:

Goal: The student's goal is to write a detailed recipe.

Role: The student will be a top chef at a pizza parlor.

Audience: The audience for the recipe will be readers of the cooking magazine.

Situation: The student has been asked to create a new recipe for a pizza then explain how to make it.

Product, Performance and Purpose: The student will create a recipe, including ingredients and directions for cooking.

Standards and Criteria for Success: The writing will be assessed using the MPS K-2 Writing Rubric. The student should also use these criteria to self-assess.



G.R.A.S.P.S.
Expository
Writing, Kindergarten

MPS Learning Targets

B.K.1 - Express ideas using words and sentences.

B.K.2 - Participate in the planning, revising, editing, and publishing components of the writing process.

B.K.3 - Demonstrate an understanding of the relationship between written symbols and the spoken word.

WI Content Standard

Students in Wisconsin will write clearly and effectively to share information and knowledge, to influence and persuade, to create and entertain.

For The Student:

Fabulous Forecast

You are a meteorologist for a local television station. It is your job each day to inform the viewers about the weather. Write a weather report using words and/or sentences telling what the weather will be like today. Be sure to include details about the temperature, clouds, rain, wind, and/or sunshine. You may also want to add other information, such as what kind of clothing the viewers should wear for this kind of weather.

For The Teacher:

Goal: The student's goal is to write a weather report that will be read on the daily news.

Role: The student will be a meteorologist.

Audience: The audience of the report will be people in the television audience.

Situation: The student has been asked to write a weather report that will be reported during a local television station's daily broadcast.

Product, Performance and Purpose: The student will prepare a weather report using words and/or sentences.

Standards and Criteria for Success: The MPS K-2 Writing Rubric will be used to assess the weather report. The student should also use these criteria to self-assess.



G.R.A.S.P.S.
Persuasive
Writing, Kindergarten

MPS Learning Targets

B.K.1 - Express ideas using words and sentences.

B.K.2 - Participate in the planning, revising, editing, and publishing components of the writing process.

B.K.3 - Demonstrate an understanding of the relationship between written symbols and the spoken word.

WI Content Standard

Students in Wisconsin will write clearly and effectively to share information and knowledge, to influence and persuade, to create and entertain.

For The Student:

Super Season

You are a famous author who writes children's books. You have been asked to write about your favorite season. Tell which season is your favorite and why. Your writing will be in a book written for other kindergarten children.

For The Teacher:

Goal: The student's goal is to write about a favorite season.

Role: The student will be an author of children's books.

Audience: The audience will be kindergarten children.

Situation: The student has been given the task of selecting a season, then writing about why this season is his or her favorite.

Product, Performance and Purpose: The student will write about his or her favorite season.

Standards and Criteria for Success: The MPS K-2 Writing Rubric will be used to assess the writing. The student should also use these criteria to self-assess.



GRASPS

Grade 1

English Language Arts

Writing

Elementary School Section



G.R.A.S.P.S.
Descriptive
Writing, Grade 1

MPS Learning Targets

B.1.1 - Express ideas using basic sentences that are organized around a specific topic for a variety of audiences and purposes.

B.1.2 - Create various drafts of writing.

B.1.3 - Use words and punctuation marks to create sentences that express ideas.

WI Content Standard

Students in Wisconsin will write clearly and effectively to share information and knowledge, to influence and persuade, to create and entertain.

For The Student:

My Menu

The cooks in the cafeteria at your school have invited students to submit items to be considered for future menu selections. Your teacher would like each student in your class to submit several items. All of the items will be included on a school-wide ballot. The items with the most votes will be included on the menu. Your task is to create several items for the menu. Use sentences to describe each item.

For The Teacher:

Goal: The student's goal is select and describe several items to be included on a school-wide menu.

Role: The student will be a first grade student who is using his/her creative writing skills to describe menu items for consideration in a school-wide menu.

Audience: The audience for the menu will be students and staff in the school.

Situation: Students have been invited to submit possible items for inclusion in the school-wide menu. Students and staff will be able to vote on which items they would like to have included; the items with the most votes will be featured on the new menu.

Product, Performance and Purpose: The student will use descriptive language to create several menu items.

Standards and Criteria for Success: The writing will be assessed using the MPS K-2 Writing Rubric. The student should also use these criteria to self-assess.



G.R.A.S.P.S.
Narrative
Writing, Grade 1

MPS Learning Targets

B.1.1 - Express ideas using basic sentences that are organized around a specific topic for a variety of audiences and purposes.

B.1.2 - Create various drafts of writing.

B.1.3 - Use words and punctuation marks to create sentences that express ideas.

WI Content Standard

Students in Wisconsin will write clearly and effectively to share information and knowledge, to influence and persuade, to create and entertain.

For The Student:

Fantastic Family Fun

Your family will be having a family reunion soon and someone is making a family memory scrapbook. He/she asked you to write a story about your family. This story will be a part of the scrapbook. Write a story about something fun you did with your family. Include a picture to go with your story.

For The Teacher:

Goal: The student's goal is to write a story about a family memory.

Role: The student will be a contributor to a family memory scrapbook.

Audience: The audience will be family members and other viewers of the scrapbook.

Situation: The student will choose a fun activity he/she has engaged in with his/her family. The student will draw a picture and write a story.

Product, Performance and Purpose: The student will create a story telling about a fun time his/her family has had together.

Standards and Criteria for Success: The writing will be assessed using the MPS K-2 Writing Rubric. The student should also use these criteria to self-assess.



G.R.A.S.P.S.
Expository
Writing, Grade 1

MPS Learning Targets

B.1.1 - Express ideas using basic sentences that are organized around a specific topic for a variety of audiences and purposes.

B.1.2 - Create various drafts of writing.

B.1.3 - Use words and punctuation marks to create sentences that express ideas.

WI Content Standard

Students in Wisconsin will write clearly and effectively to share information and knowledge, to influence and persuade, to create and entertain.

For The Student:

School Tours

You are a member of your school's welcoming committee. When a new student joins your school a person from the committee takes him or her on a tour. You have been given the job of tour guide this school year. The principal asked you to draw and label a map of the school and then explain where you will take the new students on the tour. This explanation will be included in the new student handbook. Use sentences to explain the route you will take on the tour and the places you will stop.

For The Teacher:

Goal: The student's goal is to write an explanation of the school tour, including major points of interest.

Role: The student will be a tour guide who will write an explanation of the school tour he/she will conduct.

Audience: The audience of the writing will be new students.

Situation: The student has been asked to draw and label a map of a tour that would be given to new students of the school. The explanation should include major points of interests where the students will stop during the tour. The writing will be included in the new student handbook.

Product, Performance and Purpose: The student will draw and label a map. He/she will write an explanation of the tour, including major points of interest.

Standards and Criteria for Success: The writing will be assessed using the MPS K-2 Writing Rubric. The student should also use these criteria to self-assess.



G.R.A.S.P.S.
Expository
Writing, Grade 1

MPS Learning Targets

B.1.1 - Express ideas using basic sentences that are organized around a specific topic for a variety of audiences and purposes.

B.1.2 - Create various drafts of writing.

B.1.3 - Use words and punctuation marks to create sentences that express ideas.

WI Content Standard

Students in Wisconsin will write clearly and effectively to share information and knowledge, to influence and persuade, to create and entertain.

For The Student:

Getting Buggy

You are an entomologist (insect scientist) who is working at a college in Milwaukee. The Milwaukee Journal Sentinel has asked you to write a newspaper article about your favorite insect for a special section of the paper that will be all about bugs. The goal of the section is to inform the newspaper's readers about Wisconsin bugs. Your task is to draw a diagram of your insect and write an article telling about its characteristics. Include information you think is important and helps explain how this insect is unique.

For The Teacher:

Goal: The student's goal is to write an article.

Role: The student will be an entomologist.

Audience: The audience for the writing will be readers of the newspaper, specifically those interested in insects.

Situation: A specialist in insects, the student has been asked to write a newspaper article about a specific insect of choice. The article will appear in a special insect section of the Milwaukee Journal Sentinel.

Product, Performance and Purpose: The student will write an article that explains all of the attributes of a chosen insect that make it unique.

Standards and Criteria for Success: The writing will be assessed using the MPS K-2 Writing Rubric. The student should also use these criteria to self-assess.



G.R.A.S.P.S.
Expository
Writing, Grade 1

MPS Learning Targets

B.1.1 - Express ideas using basic sentences that are organized around a specific topic for a variety of audiences and purposes.

B.1.2 - Create various drafts of writing.

B.1.3 - Use words and punctuation marks to create sentences that express ideas.

WI Content Standard

Students in Wisconsin will write clearly and effectively to share information and knowledge, to influence and persuade, to create and entertain.

For The Student:

Life Cycle Diagrams

You are a scientist working at a science center in the city. The director of the center has asked you to create a part of the life cycle exhibit. Your task is to choose a topic then create a diagram for the exhibit that illustrates the life cycle. The diagram should include a clearly labeled illustration of each stage of the life cycle. Each stage of the life cycle should also have an explanation of what happens at that stage.

For The Teacher:

Goal: The student's goal is to use words and pictures to create a piece in the life cycle exhibit.

Role: The student will be a scientist.

Audience: The audience will be people of various ages who visit the science center.

Situation: The student has been asked to choose a topic for a component in the life cycle exhibit at a science center.

Product, Performance and Purpose: The student will create a display for the exhibit that includes a diagram explaining the stages of the life cycle in words and pictures.

Standards and Criteria for Success: The writing will be assessed using the MPS K-2 Writing Rubric. The student should also use these criteria to self-assess.



G.R.A.S.P.S.
Persuasive
Writing, Grade 1

MPS Learning Targets

B.1.1 - Express ideas using basic sentences that are organized around a specific topic for a variety of audiences and purposes.

B.1.2 - Create various drafts of writing.

B.1.3 - Use words and punctuation marks to create sentences that express ideas.

WI Content Standard

Students in Wisconsin will write clearly and effectively to share information and knowledge, to influence and persuade, to create and entertain.

For The Student:

A Better Bedtime

You would like to have a later bedtime, but your parents/caretakers still say no--you are only a first grader and must go to bed early. Write a letter persuading them to allow you to have a later bedtime. In this letter write sentences that explain your reasons for wanting a later bedtime and why you think you deserve to stay up later.

For The Teacher:

Goal: The student's goal is to write a persuasive letter.

Role: Student will be first grader who would like a later bedtime.

Audience: The audience for the student's letter will be the student's parents, guardian, or other caretaker.

Situation: The student would like to present thoughtful reasons for allowing him/her to stay up later at night. He/she will write a letter explaining why it is a good idea to allow for a later bedtime.

Product, Performance and Purpose: The student will compose a persuasive letter.

Standards and Criteria for Success: The writing will be assessed using the MPS K-2 Writing Rubric. The student should also use these criteria to self-assess.



G.R.A.S.P.S.
Persuasive
Writing, Grade 1

MPS Learning Targets

B.1.1 - Express ideas using basic sentences that are organized around a specific topic for a variety of audiences and purposes.

B.1.2 - Create various drafts of writing.

B.1.3 - Use words and punctuation marks to create sentences that express ideas.

WI Content Standard

Students in Wisconsin will write clearly and effectively to share information and knowledge, to influence and persuade, to create and entertain.

For The Student:

Read All About It!

Each month your class publishes an online newsletter. This month's newsletter is going to be all about books for first grade children. Your teacher has asked the students in your classroom to write a book review persuading another student to read the book he or she reviewed. Your task is to write a book review that shares information about a book you have read and enjoyed.

For The Teacher:

Goal: The student's goal is to compose a book review that will encourage other first graders to read the book.

Role: The student will be a book reviewer.

Audience: The audience will be other first graders who have not yet read the selected book.

Situation: Each month students publish an online newsletter. This month's edition will feature book reviews written by and for other first grade students.

Product, Performance and Purpose: A successful performance will be exhibited by a well-written book review that persuades other first graders to read the book.

Standards and Criteria for Success: The writing will be assessed using the MPS K-2 Writing Rubric. The student should also use these criteria to self-assess.



GRASPS

Grade 2

English Language Arts

Writing

Elementary School Section



G.R.A.S.P.S.
Descriptive
Writing, Grade 2

MPS Learning Targets

B.2.1 - Communicate ideas in writing using complete sentences sequentially organized around a specific topic for a variety of audiences and purposes.

B.2.2 - Independently create multiple drafts of writing in a variety of situations.

B.2.3 - Correctly compose complete sentences.

WI Content Standard

Students in Wisconsin will write clearly and effectively to share information and knowledge, to influence and persuade, to create and entertain.

For The Student:

Pet Care

You are the owner of a pet shop. You will create a sign to help your customers know what they need to take care of their new pets. Choose a pet and write a description of the items a pet owner needs to care for his or her pet.

For The Teacher:

Goal: The student's goal is to create a sign.

Role: The student will be the owner of a pet shop.

Audience: The audience will be customers.

Situation: The student is the owner of a pet shop who will create a sign that describes the items new pet owners need to take proper care of their pets.

Product, Performance and Purpose: The student will create a sign.

Standards and Criteria for Success:

The letter will be assessed using the MPS K-2 Writing Rubric. Students should also use these criteria to self-assess.



G.R.A.S.P.S.
Descriptive
Writing, Grade 2

MPS Learning Targets

B.2.1 - Communicate ideas in writing using complete sentences sequentially organized around a specific topic for a variety of audiences and purposes.

B.2.2 - Independently create multiple drafts of writing in a variety of situations.

B.2.3 - Correctly compose complete sentences.

WI Content Standard

Students in Wisconsin will write clearly and effectively to share information and knowledge, to influence and persuade, to create and entertain.

For The Student:

Party Planner

You are helping your friends plan a party for another friend's birthday. Your task is to describe the items you will need for the party. Write a descriptive list that you and your friends can use to make the party a success.

For The Teacher:

Goal: The student's goal is to compose a list of items for a party.

Role: The student will be a party planner.

Audience: The audience will be the student's friends.

Situation: The student is planning a birthday party. He/she needs to write a descriptive list of all necessary party supplies.

Product, Performance and Purpose: The product will be a detailed list.

Standards and Criteria for Success: The writing will be assessed using the MPS K-2 Writing Rubric. Students should also use these criteria to self-assess.



MPS Learning Targets

B.2.1 - Communicate ideas in writing using complete sentences sequentially organized around a specific topic for a variety of audiences and purposes.

B.2.2 - Independently create multiple drafts of writing in a variety of situations.

B.2.3 - Correctly compose complete sentences.

WI Content Standard

Students in Wisconsin will write clearly and effectively to share information and knowledge, to influence and persuade, to create and entertain.

For The Student:

The Record Deal

Your school will hold a music recital in the gym. A producer from a record company will be in the audience watching the students perform. You have been asked to write a song about something that is important to you. A famous artist will record the top three songs.

For The Teacher:

Goal: The student's goal is to write a song for a recital.

Role: The student will be a musician.

Audience: The audience will be the school community and the record producer.

Situation: The student will write a song for a recital,

Product, Performance and Purpose: The product will be a song.

Standards and Criteria for Success: The writing will be assessed using the MPS K-2 Writing Rubric. Students should also use these criteria to self-assess.



G.R.A.S.P.S.
Narrative
Writing, Grade 2

MPS Learning Targets

B.2.1 - Communicate ideas in writing using complete sentences sequentially organized around a specific topic for a variety of audiences and purposes.

B.2.2 - Independently create multiple drafts of writing in a variety of situations.

B.2.3 - Correctly compose complete sentences.

WI Content Standard

Students in Wisconsin will write clearly and effectively to share information and knowledge, to influence and persuade, to create and entertain.

For The Student:

Goldilocks and The Three Bears: The Revision

A publishing company is sponsoring a contest to see who can write the best new ending to the story, *Goldilocks and the Three Bears*. The grand prizewinner will have his/her story published and earn \$100.00. Your task is to write a new ending to the story of *Goldilocks and the Three Bears*.

For The Teacher:

Goal: The student's goal is to write a new ending to the story of *Goldilocks and the Three Bears*.

Role: The student will be a contestant.

Audience: The audience will consist of contest committee members from a publishing company.

Situation: The student will be writing a new ending to the story to respond to the contest.

Product, Performance and Purpose: The product will be a written new ending to a story.

Standards and Criteria for Success:

The writing will be assessed using the MPS K-2 Writing Rubric. Students should also use these criteria to self-assess.



G.R.A.S.P.S.
Expository
Writing, Grade 2

MPS Learning Targets

B.2.1 - Communicate ideas in writing using complete sentences sequentially organized around a specific topic for a variety of audiences and purposes.

B.2.2 - Independently create multiple drafts of writing in a variety of situations.

B.2.3 - Correctly compose complete sentences.

WI Content Standard

Students in Wisconsin will write clearly and effectively to share information and knowledge, to influence and persuade, to create and entertain.

For The Student:

Open House Invitation!

You are a student and it is the beginning of the school year. Your task is to create an invitation for parents and others to attend an open house at your school. You need to inform parents and others where and when the open house will be held. Be sure to explain why they should attend this special event.

For The Teacher:

Goal: The student's goal is to create an invitation.

Role: The student will be a second grade student who is assisting with the open house activities at school.

Audience: The audience will be family members and others.

Situation: The student will create an invitation to encourage people to attend the open house.

Product, Performance and Purpose: The student will create an invitation.

Standards and Criteria for Success: The writing will be assessed using the MPS K-2 Writing Rubric. Students should also use these criteria to self-assess.



G.R.A.S.P.S.
Expository
Writing, Grade 2

MPS Learning Targets

B.2.1 - Communicate ideas in writing using complete sentences sequentially organized around a specific topic for a variety of audiences and purposes.

B.2.2 - Independently create multiple drafts of writing in a variety of situations.

B.2.3 - Correctly compose complete sentences.

WI Content Standard

Students in Wisconsin will write clearly and effectively to share information and knowledge, to influence and persuade, to create and entertain.

For The Student:

Word Problem

Your school has been chosen to help create a new math textbook. The publishers would like to include word problems from real students. Your task is to create a math word problem that uses addition or subtraction.

For The Teacher:

Goal: The student's goal is to create a word problem.

Role: The student will be a contributor to a math textbook.

Audience: The audience will be both the mathematics company and other students.

Situation: The student's school has been selected to help create a new mathematics textbook. The publishers would like input from students in the form of student-generated word problems.

Product, Performance and Purpose: The product is a word problem.

Standards and Criteria for Success: The writing will be assessed using the MPS K-2 Writing Rubric. Students should also use these criteria to self-assess.



G.R.A.S.P.S.
Expository
Writing, Grade 2

MPS Learning Targets

B.2.1 - Communicate ideas in writing using complete sentences sequentially organized around a specific topic for a variety of audiences and purposes.

B.2.2 - Independently create multiple drafts of writing in a variety of situations.

B.2.3 - Correctly compose complete sentences.

WI Content Standard

Students in Wisconsin will write clearly and effectively to share information and knowledge, to influence and persuade, to create and entertain.

For The Student:

Where Do We Go?

It is parent-student-teacher conference time. Your task is to create a brochure for parents and others to use when they come to conferences. The brochure should include a map of the school and written directions that tell how to navigate in your building.

For The Teacher:

Goal: The student's goal is to create a brochure.

Role: The student will be a brochure writer.

Audience: The audience will be parents and others.

Situation: The student's school is holding conferences. The school has asked students to create a brochure to help parents and others find their way around the school.

Product, Performance and Purpose: The student will create a brochure.

Standards and Criteria for Success: The writing will be assessed using the MPS K-2 Writing Rubric. Students should also use these criteria to self-assess. .



G.R.A.S.P.S.
Persuasive
Writing, Grade 2

MPS Learning Targets

B.2.1 - Communicate ideas in writing using complete sentences sequentially organized around a specific topic for a variety of audiences and purposes.

B.2.2 - Independently create multiple drafts of writing in a variety of situations.

B.2.3 - Correctly compose complete sentences.

WI Content Standard

Students in Wisconsin will write clearly and effectively to share information and knowledge, to influence and persuade, to create and entertain.

For The Student:

Please Save the Earth!

You are an environmentalist. You have been asked to create a poster that shows different ways people can help preserve the Earth. The poster will be displayed in the community and could demonstrate how to recycle, reduce waste, or how to conserve water, electricity, trees, how to reduce pollution, or some other way to help save the Earth. Your poster should include a picture and a slogan underneath, persuading people to help save the Earth.

For The Teacher:

Goal: The student's goal is to create a poster to help save the Earth.

Role: The student will be an environmentalist.

Audience: The audience will be the community.

Situation: The student will be an environmentalist who has been asked to create a poster showing ways people can help save the Earth.

Product, Performance and Purpose: The product will be a poster.

Standards and Criteria for Success: The writing will be assessed using the MPS K-2 Writing Rubric. The student should also use these criteria to self-assess.



G.R.A.S.P.S.
Persuasive
Writing, Grade 2

MPS Learning Targets

B.2.1 - Communicate ideas in writing using complete sentences sequentially organized around a specific topic for a variety of audiences and purposes.

B.2.2 - Independently create multiple drafts of writing in a variety of situations.

B.2.3 - Correctly compose complete sentences.

WI Content Standard

Students in Wisconsin will write clearly and effectively to share information and knowledge, to influence and persuade, to create and entertain.

For The Student:

Dear Abby

You write an advice column in your school's online newspaper. You have received a letter from a teacher requesting your help. The letter is as follows:

Dear Advice Columnist,

My students would like some good ideas for healthy and safe ways to enjoy the summer. I have provided them with some of my ideas; however, I am hoping you would also be able to help.

*Sincerely,
A Second Grade Teacher in Milwaukee*

Your job is to write back offering several ideas to help the teacher and students.

For The Teacher:

Goal: The student's goal is to write suggestions to reply to the second grade teacher's letter.

Role: The role of the student will be a columnist who provides advice.

Audience: The audience will be the second grade teacher and his/her students.

Situation: A second grade teacher wrote to the advice columnist with a request; the student is to reply with ideas and/or advice.

Product, Performance and Purpose: The student will create a response in an advice column.

Standards and Criteria for Success: The writing will be assessed using the MPS K-2 Writing Rubric. The student should also use these criteria to self-assess.



GRASPS

Grade 3

English Language Arts

Writing

Elementary School Section



G.R.A.S.P.S.
Descriptive
Writing, Grade 3

MPS Learning Targets

B.3.1 – Organize sentences into paragraphs to create meaningful communication for a variety of audiences and purposes.

B.3.2 – Independently apply revision and editing strategies to create clear writing in a variety of situations.

B.3.3 – Employ standard American English including correct grammar to effectively communicate ideas in writing.

WI Content Standard

Students in Wisconsin will write clearly and effectively to share information and knowledge, to influence and persuade, to create and entertain.

For The Student:

Festive Fieldtrip

Your class has just returned from a field trip to _____. You have been asked to create a brochure describing _____ (location of trip) from the perspective of a tour guide who works there. Be sure to include many details about your field trip.

For The Teacher:

Goal: The student's goal is to write about a recent field trip location from a tour guide's perspective.

Role: The student will be a tour guide at a fieldtrip destination.

Audience: People who will visit the fieldtrip location in the future will be the audience for this brochure.

Situation: The student has been asked to develop a brochure describing a recent field trip for other people who may attend the field trip.

Product, Performance and Purpose: The student will create a brochure that describes a recent field trip experience.

Standards and Criteria for Success: Writing will be assessed using the MPS Writing Rubric. The student should also use these criteria to self-assess.



G.R.A.S.P.S.
Descriptive
Writing, Grade 3

MPS Learning Targets

B.3.1 – Organize sentences into paragraphs to create meaningful communication for a variety of audiences and purposes.

B.3.2 – Independently apply revision and editing strategies to create clear writing in a variety of situations.

B.3.3 – Employ standard American English including correct grammar to effectively communicate ideas in writing.

WI Content Standard

Students in Wisconsin will write clearly and effectively to share information and knowledge, to influence and persuade, to create and entertain.

For The Student:

Let Me Introduce Myself!

Your class has decided to become pen pals with students in another state. Since you probably will not ever meet this person face to face, you are going to draw a self-portrait using words. In a letter to a pen pal describe yourself.

For The Teacher:

Goal: The student's goal is to create a self-portrait using words.

Role: The student will be a pen pal who is using words to describe him/herself.

Audience: The student's new pen pal will be the audience for the letter.

Situation: The student has been asked to create a detailed description of him or herself. This description will be used as an introduction to his/her new pen pal.

Product, Performance and Purpose: The product will be a pen pal letter.

Standards and Criteria for Success: Writing will be assessed using the MPS Writing Rubric. The student should also use these criteria to self-assess.



G.R.A.S.P.S.
Descriptive
Writing, Grade 3

MPS Learning Targets

B.3.1 – Organize sentences into paragraphs to create meaningful communication for a variety of audiences and purposes.

B.3.2 – Independently apply revision and editing strategies to create clear writing in a variety of situations.

B.3.3 – Employ standard American English, including correct grammar, to effectively communicate ideas in writing.

WI Content Standard

Students in Wisconsin will write clearly and effectively to share information and knowledge, to influence and persuade, to create and entertain.

For The Student:

Worth Remembering

A local bookstore is sponsoring a contest for third grade students called *Most Memorable Characters*. The organizers of the contest would like students to describe a memorable character from a book they have read. The contest entry should show why the character is memorable.

For The Teacher:

Goal: The student's goal is to write a contest entry that describes a memorable character from a story.

Role: The student will be a contestant in a local bookstore's contest.

Audience: The audience will consist of the organizers of the bookstore's contest.

Situation: The student has been asked to select a memorable character from a book he/she has read and write a contest entry that shows why the character is memorable.

Product, Performance and Purpose: The student will write a contest entry describing a memorable character in a story.

Standards and Criteria for Success: Writing will be assessed using the MPS Writing Rubric. The student should also use these criteria to self-assess.



MPS Learning Targets

B.3.1 – Organize sentences into paragraphs to create meaningful communication for a variety of audiences and purposes.

B.3.2 – Independently apply revision and editing strategies to create clear writing in a variety of situations.

B.3.3 – Employ standard American English, including correct grammar, to effectively communicate ideas in writing.

WI Content Standard

Students in Wisconsin will write clearly and effectively to share information and knowledge, to influence and persuade, to create and entertain.

For The Student:

Zoo Book

Your class has decided to create a Zoo Animal Book to share with the kindergarten class at your school. Each student in your class will contribute a page to the book. After you choose an animal, write a detailed description of the animal. Also include an illustration of the animal.

For The Teacher:

Goal: The student's goal is to write a description to be included in the class' Zoo Animal Book.

Role: The student will be an author.

Audience: Kindergarten students will be the audience for the book.

Situation: The student has been asked to write a detailed description of an animal to be included in the Zoo Animal Book.

Product, Performance and Purpose: The student will create a written description and an illustration of the animal he/she has chosen.

Standards and Criteria for Success: Writing will be assessed using the MPS Writing Rubric. The student should also use these criteria to self-assess.



G.R.A.S.P.S.
Descriptive
Writing, Grade 3

MPS Learning Targets

B.3.1 – Organize sentences into paragraphs to create meaningful communication for a variety of audiences and purposes.

B.3.2 – Independently apply revision and editing strategies to create clear writing in a variety of situations.

B.3.3 – Employ standard American English, including correct grammar, to effectively communicate ideas in writing.

WI Content Standard

Students in Wisconsin will write clearly and effectively to share information and knowledge, to influence and persuade, to create and entertain.

For The Student:

Daily Reporter

Your school is creating an informational packet to send out to future students and parents to encourage them to attend your school. You are a class reporter. Write a detailed description of a typical day in your classroom.

For The Teacher:

Goal: The student's goal is to write a detailed description of the daily activities in his/her classroom. This description will be included in a packet sent to future students and parents of the school.

Role: The student will be a class reporter.

Audience: The audience will be future students and parents.

Situation: The student has been asked to act as the class reporter and describe the daily activities of his/her classroom. This description will be included in an informational packet distributed to future students and parents.

Product, Performance and Purpose: The student will create a description of his/her classroom.

Standards and Criteria for Success: Writing will be assessed using the MPS Writing Rubric. The student should also use these criteria to self-assess.



G.R.A.S.P.S.
Narrative
Writing, Grade 3

MPS Learning Targets

B.3.1 – Organize sentences into paragraphs to create meaningful communication for a variety of audiences and purposes.

B.3.2 – Independently apply revision and editing strategies to create clear writing in a variety of situations.

B.3.3 – Employ standard American English, including correct grammar, to effectively communicate ideas in writing.

WI Content Standard

Students in Wisconsin will write clearly and effectively to share information and knowledge, to influence and persuade, to create and entertain.

For The Student:

Another Ending

You are just about finished reading _____ when you realize the last part is missing. Your job is to write your own conclusion to the story.

For The Teacher:

Goal: The student's goal is to write a conclusion to a story.

Role: The student will be an author.

Audience: The student's peers will be the audience for the conclusion of the story.

Situation: The student will write his/her own conclusion to a story.

Product, Performance and Purpose: The student will create a new conclusion to a story.

Standards and Criteria for Success: Writing will be assessed using the MPS Writing Rubric. The student should also use these criteria to self-assess.



G.R.A.S.P.S.
Narrative
Writing, Grade 3

MPS Learning Targets

B.3.1 – Organize sentences into paragraphs to create meaningful communication for a variety of audiences and purposes.

B.3.2 – Independently apply revision and editing strategies to create clear writing in a variety of situations.

B.3.3 – Employ standard American English, including correct grammar, to effectively communicate ideas in writing.

WI Content Standard

Students in Wisconsin will write clearly and effectively to share information and knowledge, to influence and persuade, to create and entertain.

For The Student:

Exciting Event

Think about something exciting you have done or would like to do. Write a letter to a friend telling about the exciting event.

For The Teacher:

Goal: The student's goal is to write a friendly letter about an exciting event.

Role: The student will be a writer.

Audience: A friend will be the audience for the letter.

Situation: The student has been asked to write a letter telling about something exciting he/she has done, or would like to do.

Product, Performance and Purpose: The student will write a friendly letter.

Standards and Criteria for Success: Writing should follow the letter format. Writing will be assessed using the MPS Writing Rubric. The student should also use these criteria to self-assess.



G.R.A.S.P.S.
Narrative
Writing, Grade 3

MPS Learning Targets

B.3.1 – Organize sentences into paragraphs to create meaningful communication for a variety of audiences and purposes.

B.3.2 – Independently apply revision and editing strategies to create clear writing in a variety of situations.

B.3.3 – Employ standard American English, including correct grammar, to effectively communicate ideas in writing.

WI Content Standard

Students in Wisconsin will write clearly and effectively to share information and knowledge, to influence and persuade, to create and entertain.

For The Student:

Milwaukee's Mayor

You are the current mayor of Milwaukee. Your staff built you a time traveling machine and you are going to travel back in time to speak with Milwaukee's first mayor, Solomon Juneau, in the year 1851. Write a conversation that might take place between the two mayors comparing Milwaukee's present to the past.

For The Teacher:

Goal: The student's goal is to write a conversation between two mayors comparing Milwaukee's present to the past.

Role: The student will be the current Mayor the City of Milwaukee.

Audience: The student's peers and his/her teacher will be the audience for the conversation.

Situation: The student has been asked to compare Milwaukee in 1851 to Milwaukee now through a conversation between two different mayors.

Product, Performance and Purpose: The student will write a conversation between Milwaukee's current mayor and Milwaukee's mayor in 1851.

Standards and Criteria for Success: Writing will be assessed using the MPS Writing Rubric. The student should also use these criteria to self-assess.



G.R.A.S.P.S.
Narrative
Writing, Grade 3

MPS Learning Targets

B.3.1 – Organize sentences into paragraphs to create meaningful communication for a variety of audiences and purposes.

B.3.2 – Independently apply revision and editing strategies to create clear writing in a variety of situations.

B.3.3 – Employ standard American English, including correct grammar, to effectively communicate ideas in writing.

WI Content Standard

Students in Wisconsin will write clearly and effectively to share information and knowledge, to influence and persuade, to create and entertain.

For The Student:

Library Legacy

You are a library patron and you notice that your library has very few autobiographies. You decide to write your life story and donate it to the library. Include illustrations to create a book that can be added to the library's collection.

For The Teacher:

Goal: The student's goal is to write an autobiography.

Role: The student will be an author.

Audience: Library patrons in the community will be the audience for the autobiography.

Situation: The student has been asked to write an autobiography.

Product, Performance and Purpose: The product will be an autobiography.

Standards and Criteria for Success: Writing will be assessed using the MPS Writing Rubric. The student should also use these criteria to self-assess.



G.R.A.S.P.S.
Narrative
Writing, Grade 3

MPS Learning Targets

B.3.1 – Organize sentences into paragraphs to create meaningful communication for a variety of audiences and purposes.

B.3.2 – Independently apply revision and editing strategies to create clear writing in a variety of situations.

B.3.3 – Employ standard American English, including correct grammar, to effectively communicate ideas in writing.

WI Content Standard

Students in Wisconsin will write clearly and effectively to share information and knowledge, to influence and persuade, to create and entertain.

For The Student:

Best Day Letter

Think about the best day you have ever had. Write a letter to a friend telling him/her about the best day you have ever had.

For The Teacher:

Goal: The student's goal is to write a friendly letter.

Role: The student will be a narrative writer.

Audience: A friend will be the audience for the letter.

Situation: The student has been asked to write a letter narrating to a friend about the best day he/she has ever had.

Product, Performance and Purpose: The student will write a narrative letter in order to retell all of the details of his/her best day ever.

Standards and Criteria for Success: Writing will be assessed using the MPS Writing Rubric. The student should also use these criteria to self-assess.



G.R.A.S.P.S.
Narrative
Writing, Grade 3

MPS Learning Targets

B.3.1 – Organize sentences into paragraphs to create meaningful communication for a variety of audiences and purposes.

B.3.2 – Independently apply revision and editing strategies to create clear writing in a variety of situations.

B.3.3 – Employ standard American English, including correct grammar, to effectively communicate ideas in writing.

WI Content Standard

Students in Wisconsin will write clearly and effectively to share information and knowledge, to influence and persuade, to create and entertain.

For The Student:

Field Trip Adventure

Your class has just returned from a field trip to _____. The school newspaper staff has asked you to write about your trip. Write an article to share your field trip experiences with others in the school.

For The Teacher:

Goal: The student's goal is to write about his/her experiences on a recent field trip.

Role: The student will be a guest journalist for the school newspaper.

Audience: Students and staff members from the school will be the audience.

Situation: The student has been asked to tell about his/her experiences on a field trip in the form of an article that will appear in the school newspaper.

Product, Performance and Purpose: The student will create a narrative article about a recent field trip.

Standards and Criteria for Success: Writing will be assessed using the MPS Writing Rubric. The student should also use these criteria to self-assess.



G.R.A.S.P.S.
Expository
Writing, Grade 3

MPS Learning Targets

B.3.1 – Organize sentences into paragraphs to create meaningful communication for a variety of audiences and purposes.

B.3.2 – Independently apply revision and editing strategies to create clear writing in a variety of situations.

B.3.3 – Employ standard American English, including correct grammar, to effectively communicate ideas in writing.

WI Content Standard

Students in Wisconsin will write clearly and effectively to share information and knowledge, to influence and persuade, to create and entertain.

For The Student:

Steps in the Library

You are the librarian at your school. You have decided to make a guide to help students choose and check out a book. Create a bookmark that explains how to choose and check out a book from your school's library.

For The Teacher:

Goal: The student's goal is to create a bookmark that explains how to choose and check out a book from the school's library.

Role: The student will be the school librarian.

Audience: Other students will be the audience for the informative bookmark.

Situation: The student has been asked to create a bookmark that explains how to select and check out a book from the school library.

Product, Performance and Purpose: The student will create a bookmark that explains how to select a book and check it out from the school library.

Standards and Criteria for Success: Writing will be assessed using the MPS Writing Rubric. The student should also use these criteria to self-assess.



G.R.A.S.P.S.
Expository
Writing, Grade 3

MPS Learning Targets

B.3.1 – Organize sentences into paragraphs to create meaningful communication for a variety of audiences and purposes.

B.3.2 – Independently apply revision and editing strategies to create clear writing in a variety of situations.

B.3.3 – Employ standard American English, including correct grammar, to effectively communicate ideas in writing.

WI Content Standard

Students in Wisconsin will write clearly and effectively to share information and knowledge, to influence and persuade, to create and entertain.

For The Student:

Write What You Know

We all know a lot about different things. To share what you know, and help other students study materials in social studies, science, or another content area, you have decided to create a guide for a unit you have studied. Choose a subject area and create a useful study guide for other third grade students.

For The Teacher:

Goal: The student's goal is to create a study guide for a unit in a content area of his/her choice.

Role: The student will be a writer who will create a study guide to share key information in a selected unit.

Audience: The audience will be other third grade students.

Situation: The student will create a study guide to help other students understand material from a unit in a chosen content area.

Product, Performance and Purpose: The student will develop a content-area study guide.

Standards and Criteria for Success: Writing will be assessed using the MPS Writing Rubric. The student should also use these criteria to self-assess.



G.R.A.S.P.S.
Expository
Writing, Grade 3

MPS Learning Targets

B.3.1 – Organize sentences into paragraphs to create meaningful communication for a variety of audiences and purposes.

B.3.2 – Independently apply revision and editing strategies to create clear writing in a variety of situations.

B.3.3 – Employ standard American English, including correct grammar, to effectively communicate ideas in writing.

WI Content Standard

Students in Wisconsin will write clearly and effectively to share information and knowledge, to influence and persuade, to create and entertain.

For The Student:

Explain a Game

Members of your class will be playing a game that is new to some students. Before you can enjoy the game, someone must teach the students how to play. Your job is to be a group leader who will explain how to play a game to others in the group. Select a game you know how to play and record a thorough explanation that will help others understand how to play the game.

For The Teacher:

Goal: The student's goal is to select and explain how to play a game.

Role: The student will be a group leader who will explain how to play a game.

Audience: The student's classmates will be the audience for this explanation.

Situation: The student has been asked to play the role of a group leader who will help other students understand how to play a game.

Product, Performance and Purpose: The product will be a written explanation of how to play a game.

Standards and Criteria for Success: Writing will be assessed using the MPS Writing Rubric. The student should also use these criteria to self-assess.



G.R.A.S.P.S.
Expository
Writing, Grade 3

MPS Learning Targets

B.3.1 – Organize sentences into paragraphs to create meaningful communication for a variety of audiences and purposes.

B.3.2 – Independently apply revision and editing strategies to create clear writing in a variety of situations.

B.3.3 – Employ standard American English, including correct grammar, to effectively communicate ideas in writing.

WI Content Standard

Students in Wisconsin will write clearly and effectively to share information and knowledge, to influence and persuade, to create and entertain.

For The Student:

Weather Watch

You are a weather observer. From your observations you also try to make predictions about the weather for the next day. Create a weather journal to record observations about the weather. After you record your observations, make a weather prediction for the next day. Be prepared to share your observations and predictions with your classmates.

For The Teacher:

Goal: The student's goal is to create a weather journal.

Role: The student will be a weather observer.

Audience: The student's classmates will be the audience for the weather journal.

Situation: The student has been asked to create a daily weather journal to include observations and predictions.

Product, Performance and Purpose: The student will create a weather journal. The student will record observations about the day's weather, then make predictions for the next day's weather.

Standards and Criteria for Success: Writing will be assessed using the MPS Writing Rubric. The student should also use these criteria to self-assess.



G.R.A.S.P.S.
Persuasive
Writing, Grade 3

MPS Learning Targets

B.3.1 – Organize sentences into paragraphs to create meaningful communication for a variety of audiences and purposes.

B.3.2 – Independently apply revision and editing strategies to create clear writing in a variety of situations.

B.3.3 – Employ standard American English, including correct grammar, to effectively communicate ideas in writing.

WI Content Standard

Students in Wisconsin will write clearly and effectively to share information and knowledge, to influence and persuade, to create and entertain.

For The Student:

Everyday Heroes

The City of Milwaukee will honor “Everyday Heroes”. Officials request that community members write the selection committee to nominate an “Everyday Hero”. Select an “ordinary” person you consider to be a hero. Write a letter to members of the selection committee persuading them that this person is an everyday hero.

For The Teacher:

Goal: The student’s goal is to choose a person to nominate as an “Everyday Hero” and write a persuasive letter to convince the committee to select this candidate.

Role: The student will be a community member.

Audience: The selection committee will be the audience for the persuasive letter.

Situation: The student has been asked to write a letter to persuade the selection committee that the person he/she chose is an “Everyday Hero”.

Product, Performance and Purpose: The student will write a persuasive letter that convinces the committee that this person is an “Everyday Hero”.

Standards and Criteria for Success: Writing will be assessed using the MPS Writing Rubric. The student should also use these criteria to self-assess.



G.R.A.S.P.S.
Persuasive
Writing, Grade 3

MPS Learning Targets

B.3.1 – Organize sentences into paragraphs to create meaningful communication for a variety of audiences and purposes.

B.3.2 – Independently apply revision and editing strategies to create clear writing in a variety of situations.

B.3.3 – Employ standard American English, including correct grammar, to effectively communicate ideas in writing.

WI Content Standard

Students in Wisconsin will write clearly and effectively to share information and knowledge, to influence and persuade, to create and entertain.

For The Student:

Less Litter

A litter problem has developed in and around your school. You are the school's engineer. Write an editorial for your school newspaper. Your goal is to persuade everyone to pitch in and keep the school clean.

For The Teacher:

Goal: The student's goal is to write an editorial for the school newspaper.

Role: The student will be the school's engineer.

Audience: The staff and students in the school will be the audience for the engineer's editorial.

Situation: The student has been asked to act as the school's engineer and write an editorial for the school newspaper to help deal with the litter problem that has developed in and around the school.

Product, Performance and Purpose: The student will write an editorial to persuade others to pitch in and do their part to keep the school clean.

Standards and Criteria for Success: Writing will be assessed using the MPS Writing Rubric. The student should also use these criteria to self-assess.



G.R.A.S.P.S.
Persuasive
Writing, Grade 3

MPS Learning Targets

B.3.1 – Organize sentences into paragraphs to create meaningful communication for a variety of audiences and purposes.

B.3.2 – Independently apply revision and editing strategies to create clear writing in a variety of situations.

B.3.3 – Employ standard American English, including correct grammar, to effectively communicate ideas in writing.

WI Content Standard

Students in Wisconsin will write clearly and effectively to share information and knowledge, to influence and persuade, to create and entertain.

For The Student:

Funds for Student Fun

Your school has received money to be spent as the principal chooses. The principal has asked teachers to make suggestions on how to spend the money. You are a gym teacher who will persuade the principal to spend the money on new playground equipment that will encourage students to get more exercise.

For The Teacher:

Goal: The student's goal is to persuade the principal to use the money to purchase playground and sports equipment.

Role: The student will be a gym teacher.

Audience: The school's principal will be the audience for this letter.

Situation: The student has been asked to act as a gym teacher and write a letter persuading the principal to purchase playground equipment to encourage the students to get more exercise.

Product, Performance and Purpose: The student will write a letter persuading the principal to purchase the equipment for student use.

Standards and Criteria for Success: Writing will be assessed using the MPS Writing Rubric. The student should also use these criteria to self-assess.



G.R.A.S.P.S.
Persuasive
Writing, Grade 3

MPS Learning Targets

B.3.1 – Organize sentences into paragraphs to create meaningful communication for a variety of audiences and purposes.

B.3.2 – Independently apply revision and editing strategies to create clear writing in a variety of situations.

B.3.3 – Employ standard American English, including correct grammar, to effectively communicate ideas in writing.

WI Content Standard

Students in Wisconsin will write clearly and effectively to share information and knowledge, to influence and persuade, to create and entertain.

For The Student:

Presidential Visit

The President of the United States would like to visit the City of Milwaukee. Which season do you think it would be best for him/her to visit? You are a representative of Milwaukee and are asked to write a letter to the President explaining which season you think is the best time to visit.

For The Teacher:

Goal: The student's goal is to persuade the President to visit the City of Milwaukee in a chosen season.

Role: The student will be a representative of the City of Milwaukee.

Audience: The President of the United States will be the audience for the letter.

Situation: The student has been asked to act as a representative for the City of Milwaukee and persuade the President of the United States to come to Milwaukee during a chosen season.

Product, Performance and Purpose: The student will compose a letter in order to present his/her opinion and persuade the President to visit during a chosen season.

Standards and Criteria for Success: Writing will be assessed using the MPS Writing Rubric. The student should also use these criteria to self-assess.



G.R.A.S.P.S.
Persuasive
Writing, Grade 3

MPS Learning Targets

B.3.1 – Organize sentences into paragraphs to create meaningful communication for a variety of audiences and purposes.

B.3.2 – Independently apply revision and editing strategies to create clear writing in a variety of situations.

B.3.3 – Employ standard American English, including correct grammar, to effectively communicate ideas in writing.

WI Content Standard

Students in Wisconsin will write clearly and effectively to share information and knowledge, to influence and persuade, to create and entertain.

For The Student:

Selecting a Site

An anonymous donor has provided your class with funding to be used to take an educational fieldtrip. Since the money was donated to the entire class, your teacher would like the class to decide where to go on this trip. Your job is to prepare a speech designed to convince your classmates that your fieldtrip destination is the best choice.

For The Teacher:

Goal: The student's goal is to persuade the rest of his/her class to select a specific fieldtrip destination.

Role: The student will be a third grader.

Audience: The student's peers will be the audience for the speech.

Situation: The student has been asked to select a location for a fieldtrip and create a speech persuading his/her classmates that his/her fieldtrip destination is the best choice.

Product, Performance and Purpose: The student will write a speech to persuade his/her classmates to choose his/her fieldtrip destination.

Standards and Criteria for Success: Writing will be assessed using the MPS Writing Rubric. The student should also use these criteria to self-assess.



GRASPS

Grade 4

English Language Arts

Writing

Elementary School Section



MPS Learning Targets

B.4.1 – Prepare multi-paragraph writing, adapting style and structure to suit a variety of audiences and purposes.

B.4.2 – Independently employ purposeful revision and editing strategies to improve multiple drafts of writing in a variety of situations.

B.4.3 – Identify various sentence forms and structures while applying the rules of standard American English.

WI Content Standard

Students in Wisconsin will write clearly and effectively to share information and knowledge, to influence and persuade, to create and entertain.

For The Student:

Character Description

The owners of a local bookstore will feature a character from a different book each week in their store to encourage children to read more books. The owners have asked you to select a character from the last good book you have read and describe the character. Write a descriptive paragraph that can be used to encourage others to pick up and read the book.

For the Teacher:

Goal: The student's goal is to create a detailed character description.

Role: The student will be a descriptive writer.

Audience: The children in the local community will be the audience for the description.

Situation: The student has been asked to select a character from the last good book he/she has read and write a paragraph that describes one of the characters.

Product, Performance and Purpose: The student will create a detailed description of a character from the last good book he/she has read.

Standards and Criteria for Success: Writing will be assessed using the MPS Writing Rubric. The student should also use these criteria to self-assess.



G.R.A.S.P.S.
Descriptive
Writing, Grade 4

MPS Learning Targets

B.4.1 – Prepare multi-paragraph writing, adapting style and structure to suit a variety of audiences and purposes.

B.4.2 – Independently employ purposeful revision and editing strategies to improve multiple drafts of writing in a variety of situations.

B.4.3 – Identify various sentence forms and structures while applying the rules of standard American English.

WI Content Standard

Students in Wisconsin will write clearly and effectively to share information and knowledge, to influence and persuade, to create and entertain.

For The Student:

Hotel Remodeling

You are the owner of a hotel in downtown Milwaukee. You will be remodeling your hotel to attract more families. Develop a descriptive proposal to submit to the redevelopment commission. Include details that will help members visualize the setting.

For the Teacher:

Goal: The student's goal is to write a proposal to submit to a redevelopment commission.

Role: The student will be the owner of a hotel.

Audience: Members of the redevelopment commission will be the audience for the proposal.

Situation: The student has been asked to create a proposal for changes to a hotel to make it appeal more to families.

Product, Performance and Purpose: A descriptive proposal will be the product.

Standards and Criteria for Success: Writing will be assessed using the MPS Writing Rubric. The student should also use these criteria to self-assess.



G.R.A.S.P.S.
Descriptive
Writing, Grade 4

MPS Learning Targets

B.4.1 – Prepare multi-paragraph writing, adapting style and structure to suit a variety of audiences and purposes.

B.4.2 – Independently employ purposeful revision and editing strategies to improve multiple drafts of writing in a variety of situations.

B.4.3 – Identify various sentence forms and structures while applying the rules of standard American English.

WI Content Standard

Students in Wisconsin will write clearly and effectively to share information and knowledge, to influence and persuade, to create and entertain.

For The Student:

Valuable Vehicles

You write advertisements for local car and truck dealerships. Knowing your client pays for every word in an ad, write a description of a vehicle that one of your clients would like to sell. Include details that will help potential buyers decide whether or not this is a vehicle that will meet their needs.

For the Teacher:

Goal: The student's goal is to write an advertisement designed to sell a vehicle.

Role: The student will be an advertisement writer for local car and truck dealerships.

Audience: Potential buyers and owners of car and truck dealerships are the audiences for the ad.

Situation: The student has been asked to succinctly describe a vehicle that one of his/her clients would like to sell.

Product, Performance and Purpose: The student will create a descriptive advertisement for a vehicle.

Standards and Criteria for Success: Writing will be assessed using the MPS Writing Rubric. The student should also use these criteria to self-assess.



G.R.A.S.P.S.
Descriptive
Writing, Grade 4

MPS Learning Targets

B.4.1 – Prepare multi-paragraph writing, adapting style and structure to suit a variety of audiences and purposes.

B.4.2 – Independently employ purposeful revision and editing strategies to improve multiple drafts of writing in a variety of situations.

B.4.3 – Identify various sentence forms and structures while applying the rules of standard American English.

WI Content Standard

Students in Wisconsin will write clearly and effectively to share information and knowledge, to influence and persuade, to create and entertain.

For The Student:

Join the Club!

Your school would like to offer more after school activities next year, including starting several new clubs for students to join. Write a business letter to your principal describing a club that you would like to start at your school.

For The Teacher:

Goal: The student's goal is to write a letter that describes a new club he/she would like to start at his/her school.

Role: The student will be an advocate who would like to start an after-school club.

Audience: The principal will be the audience for the letter.

Situation: The student has been asked to describe a club that he/she would like started at the school next year.

Product, Performance and Purpose: The student will write a business letter to the principal describing a club he/she would like to start at the school.

Standards and Criteria for Success: Writing will be assessed using the MPS Writing Rubric. The student should also use these criteria to self-assess.



G.R.A.S.P.S.
Narrative
Writing, Grade 4

MPS Learning Targets

B.4.1 – Prepare multi-paragraph writing, adapting style and structure to suit a variety of audiences and purposes.

B.4.2 – Independently employ purposeful revision and editing strategies to improve multiple drafts of writing in a variety of situations.

B.4.3 – Identify various sentence forms and structures while applying the rules of standard American English.

WI Content Standard

Students in Wisconsin will write clearly and effectively to share information and knowledge, to influence and persuade, to create and entertain.

For The Student:

Thank You for Making a Difference

Many people make a difference in our lives. Choose one person who has made a difference in your life. Write that person a letter to tell him/her how he/she has helped you and why having this person in your life has had a positive impact on you.

For The Teacher:

Goal: The student's goal is to write a friendly letter to someone who has impacted him/her.

Role: The student will be a fourth grade student who would like to share information about someone who has made a positive difference in his/her life.

Audience: The person who made a difference in the student's life will be the audience for the letter.

Situation: The student has been asked to select one person who has made a difference in his/her life and write a letter to that person explaining the impact the person has made on his/her life.

Product, Performance and Purpose: The student will create a friendly letter to someone who has made a positive impact on his/her life.

Standards and Criteria for Success: Writing will be assessed using the MPS Writing Rubric. The student should also use these criteria to self-assess.



G.R.A.S.P.S.
Narrative
Writing, Grade 4

MPS Learning Targets

B.4.1 – Prepare multi-paragraph writing, adapting style and structure to suit a variety of audiences and purposes.

B.4.2 – Independently employ purposeful revision and editing strategies to improve multiple drafts of writing in a variety of situations.

B.4.3 – Identify various sentence forms and structures while applying the rules of standard American English.

WI Content Standard

Students in Wisconsin will write clearly and effectively to share information and knowledge, to influence and persuade, to create and entertain.

For The Student:

Another Perspective

The first grade class has just finished reading several fairytales. Their teacher has asked your class to rewrite fairytales from a different point of view and share them with the first grade class. Select a character from a fairytale and retell the story in from a different point of view.

For The Teacher:

Goal: The student's goal is to rewrite a fairytale from a different point of view.

Role: The student will be an author.

Audience: The first grade class will be the audience for the fairytale rewrite.

Situation: The student has been asked to select a fairytale and rewrite it from another character's point of view.

Product, Performance and Purpose: Students will retell a fairy tale from a different character's point of view.

Standards and Criteria for Success: Writing will be assessed using the MPS Writing Rubric. The student should also use these criteria to self-assess.



G.R.A.S.P.S.
Narrative
Writing, Grade 4

MPS Learning Targets

B.4.1 – Prepare multi-paragraph writing, adapting style and structure to suit a variety of audiences and purposes.

B.4.2 – Independently employ purposeful revision and editing strategies to improve multiple drafts of writing in a variety of situations.

B.4.3 – Identify various sentence forms and structures while applying the rules of standard American English.

WI Content Standard

Students in Wisconsin will write clearly and effectively to share information and knowledge, to influence and persuade, to create and entertain.

For The Student:

Eyewitness Account

You are a reporter. Imagine that you have just witnessed history take place before your very eyes. Choose a significant historical event and write an eyewitness account of what has just taken place.

For The Teacher;

Goal: The student's goal is to write an eyewitness account of a historical event.

Role: The student will be a reporter who is an eyewitness to a significant historical event.

Audience: Readers of the newspaper will be the audience for this report.

Situation: The student has been asked to write a narrative about a historical event he/she has witnessed.

Product, Performance and Purpose: The student will write an eyewitness account of a historical event.

Standards and Criteria for Success: Writing will be assessed using the MPS Writing Rubric. The student should also use these criteria to self-assess.



G.R.A.S.P.S.
Narrative
Writing, Grade 4

MPS Learning Targets

B.4.1 – Prepare multi-paragraph writing, adapting style and structure to suit a variety of audiences and purposes.

B.4.2 – Independently employ purposeful revision and editing strategies to improve multiple drafts of writing in a variety of situations.

B.4.3 – Identify various sentence forms and structures while applying the rules of standard American English.

WI Content Standard

Students in Wisconsin will write clearly and effectively to share information and knowledge, to influence and persuade, to create and entertain.

For The Student:

School-wide Writing Booklet

Your school is gathering stories from students' childhoods to include in a school-wide writing booklet. Write about an incident that happened when you were younger.

For The Teacher:

Goal: The student's goal is to tell about a memorable event from his/her childhood.

Role: The student will be a contributor to a school-wide writing booklet.

Audience: The student's peers and teachers will be the audience for the writing.

Situation: The student has been asked to take a memory of an event from his/her childhood and produce a piece of writing about the event.

Product, Performance and Purpose: The student will create a narrative piece of writing.

Standards and Criteria for Success: Writing will be assessed using the MPS Writing Rubric. The student should also use these criteria to self-assess.



G.R.A.S.P.S.
Expository
Writing, Grade 4

MPS Learning Targets

B.4.1 – Prepare multi-paragraph writing, adapting style and structure to suit a variety of audiences and purposes.

B.4.2 – Independently employ purposeful revision and editing strategies to improve multiple drafts of writing in a variety of situations.

B.4.3 – Identify various sentence forms and structures while applying the rules of standard American English.

WI Content Standard

Students in Wisconsin will write clearly and effectively to share information and knowledge, to influence and persuade, to create and entertain.

For The Student:

Talents to Share

An engineering firm is sponsoring a contest. Members of the company would like to hear from students who approach a task with creativity and innovation, and do a good job. Think of something you know how to do well such as ride a bike, build things, make a sandwich, braid hair, sharpen pencils, etc. Create a manual to enter into the contest. Include instructions that show how you accomplish the task in with creative flair.

For The Teacher:

Goal: The student’s goal is to create a manual.

Role: The student will be the author of a “how to” manual.

Audience: Members of an engineering company will be the audience for the manual.

Situation: The student has been asked to explain how to complete a task they know how to do well. The manual will be entered into a contest sponsored by an engineering firm.

Product, Performance and Purpose: Students will create a “how to” manual explaining how to complete a task with creativity and innovation.

Standards and Criteria for Success: Writing will be assessed using the MPS Writing Rubric. The student should also use these criteria to self-assess.



MPS Learning Targets

B.4.1 – Prepare multi-paragraph writing, adapting style and structure to suit a variety of audiences and purposes.

B.4.2 – Independently employ purposeful revision and editing strategies to improve multiple drafts of writing in a variety of situations.

B.4.3 – Identify various sentence forms and structures while applying the rules of standard American English.

WI Content Standard

Students in Wisconsin will write clearly and effectively to share information and knowledge, to influence and persuade, to create and entertain.

For The Student:

Come and Learn!

Your class has just finished studying _____. You have learned some wonderful things about this topic and feel that you have a lot of valuable information to share with other students. Create an invitation for the second grade students at your school inviting them to come and visit your class to learn more about _____. Be sure to include information explaining what they will be learning more about when they visit your classroom.

For The Teacher:

Goal: The student's goal is to create an invitation.

Role: The student will be the writer of an invitation.

Audience: The second grade class will be the audience for the invitation.

Situation: The student has been asked to create an invitation for second grade students to attend an informational session to learn more about a chosen topic.

Product, Performance and Purpose: Students will create an invitation that explains what second graders will learn about when they visit the fourth grade classroom.

Standards and Criteria for Success: Writing will be assessed using the MPS Writing Rubric. The student should also use these criteria to self-assess.



G.R.A.S.P.S.
Expository
Writing, Grade 4

MPS Learning Targets

B.4.1 – Prepare multi-paragraph writing, adapting style and structure to suit a variety of audiences and purposes.

B.4.2 – Independently employ purposeful revision and editing strategies to improve multiple drafts of writing in a variety of situations.

B.4.3 – Identify various sentence forms and structures while applying the rules of standard American English.

WI Content Standard

Students in Wisconsin will write clearly and effectively to share information and knowledge, to influence and persuade, to create and entertain.

For The Student:

Exiting Safely

The chief of the Milwaukee Fire Department wants to make sure that every student in the Milwaukee Public School District understands how to safely evacuate his/her school building in case there is a fire emergency. In a business letter to the fire chief, explain the procedures your class follows during a fire drill.

For The Teacher:

Goal: The student's goal is to write a letter to the chief of the Milwaukee Fire Department.

Role: The student will be an expository writer.

Audience: The fire chief will be the audience for the letter.

Situation: The student has been asked to clearly explain the procedures his/her classroom follows during a fire drill. This will allow the fire chief to clearly understand what occurs in each classroom in the school.

Product, Performance and Purpose: The student will write a business letter to the fire chief that explains the class's fire drill procedures.

Standards and Criteria for Success: Writing will be assessed using the MPS Writing Rubric. The student should also use these criteria to self-assess.



G.R.A.S.P.S.
Expository
Writing, Grade 4

MPS Learning Targets

B.4.1 – Prepare multi-paragraph writing, adapting style and structure to suit a variety of audiences and purposes.

B.4.2 – Independently employ purposeful revision and editing strategies to improve multiple drafts of writing in a variety of situations.

B.4.3 – Identify various sentence forms and structures while applying the rules of standard American English.

WI Content Standard

Students in Wisconsin will write clearly and effectively to share information and knowledge, to influence and persuade, to create and entertain.

For The Student:

Litter Plan

In order to beautify your school building and playground area, your class has decided to start a “Litter Patrol”. You are an important member of the “Litter Patrol” team. Your job is to write out the plan your class’ “Litter Patrol” members will follow.

For The Teacher:

Goal: The student’s goal is to write a class-level litter plan.

Role: The student will be a member of the “Litter Patrol”.

Audience: “Litter Patrol” members will be the audience for the plan.

Situation: The student has been asked to write a plan for the class’ “Litter Patrol”.

Product, Performance and Purpose: Students will create a plan that explains how the class “Litter Patrol” will operate.

Standards and Criteria for Success: Writing will be assessed using the MPS Writing Rubric. The student should also use these criteria to self-assess.



G.R.A.S.P.S.
Persuasive
Writing, Grade 4

MPS Learning Targets

B.4.1 – Prepare multi-paragraph writing, adapting style and structure to suit a variety of audiences and purposes.

B.4.2 – Independently employ purposeful revision and editing strategies to improve multiple drafts of writing in a variety of situations.

B.4.3 – Identify various sentence forms and structures while applying the rules of standard American English.

WI Content Standard

Students in Wisconsin will write clearly and effectively to share information and knowledge, to influence and persuade, to create and entertain.

For The Student:

Time for Bed!

Some fourth graders think they are old enough to decide how late they can stay up at night. What do you think? In an editorial article for your school newspaper, influence readers to agree with your position. The word limit for this school editorial is 200 to 300 words.

For The Teacher:

Goal: The student's goal is to write an editorial regarding the bedtime for fourth graders.

Role: Students will be an editorial writer for the school newspaper.

Audience: The readers of the school newspaper will be the audience for the editorial.

Situation: Students have been asked to write an editorial that will be featured in the school newspaper that gives a clear opinion about when fourth graders should go to bed.

Product, Performance and Purpose: The student will create an editorial that gives their opinion on what time fourth graders should go to bed.

Standards and Criteria for Success: Writing will be assessed using the MPS Writing Rubric. The student should also use these criteria to self-assess.



G.R.A.S.P.S.
Persuasive
Writing, Grade 4

MPS Learning Targets

B.4.1 – Prepare multi-paragraph writing, adapting style and structure to suit a variety of audiences and purposes.

B.4.2 – Independently employ purposeful revision and editing strategies to improve multiple drafts of writing in a variety of situations.

B.4.3 – Identify various sentence forms and structures while applying the rules of standard American English.

WI Content Standard

Students in Wisconsin will write clearly and effectively to share information and knowledge, to influence and persuade, to create and entertain.

For The Student:

A Favorite Book

Your class is visiting the school library. You decide to check out one of your favorite books when you realize that it is nowhere to be found. Later the librarian informs you that the book you are looking for has been reported lost and he/she has decided not to replace it. You are disappointed because this is one of your favorite books and you were really looking forward to reading it again. Write a letter persuading the librarian to replace the book.

For The Teacher:

Goal: The student's goal is to write a letter to persuade the librarian to replace a missing book.

Role: The student will be a persuasive writer.

Audience: The librarian will be the audience for the letter.

Situation: The student has been asked to persuade the librarian to purchase another copy of a favorite book.

Product, Performance and Purpose: The student will create a persuasive letter to convince the librarian to replace a lost book that was a favorite of the student.

Standards and Criteria for Success: Writing will be assessed using the MPS Writing Rubric. The student should also use these criteria to self-assess.



G.R.A.S.P.S.
Persuasive
Writing, Grade 4

MPS Learning Targets

B.4.1 – Prepare multi-paragraph writing, adapting style and structure to suit a variety of audiences and purposes.

B.4.2 – Independently employ purposeful revision and editing strategies to improve multiple drafts of writing in a variety of situations.

B.4.3 – Identify various sentence forms and structures while applying the rules of standard American English.

WI Content Standard

Students in Wisconsin will write clearly and effectively to share information and knowledge, to influence and persuade, to create and entertain.

For The Student:

School Improvement Speech

A committee at your school made up of teachers, administrators, parents, students, and community members is seeking ideas to improve your school. These ideas will be discussed during upcoming meetings. The next meeting is open to all students to attend and share their ideas. Choose one change that you feel will improve your school for all students. Write a speech to share with the committee at the upcoming meeting explaining why your suggested change is important for all students and will help the school.

For The Teacher:

Goal: The student's goal is to persuade the committee to implement his/her idea to improve the school.

Role: The student will be a school improvement committee member.

Audience: The committee, made up of teachers, administrators, parents, students and community members, will be the audience for the speech.

Situation: The student has been asked to write a speech to persuade committee members to implement his/her idea to improve the school.

Product, Performance and Purpose: The student will create a written persuasive speech that explains to the committee why his/her idea will improve the school.

Standards and Criteria for Success: Writing will be assessed using the MPS Writing Rubric. The student should also use these criteria to self-assess.



G.R.A.S.P.S.
Persuasive
Writing, Grade 4

MPS Learning Targets

B.4.1 – Prepare multi-paragraph writing, adapting style and structure to suit a variety of audiences and purposes.

B.4.2 – Independently employ purposeful revision and editing strategies to improve multiple drafts of writing in a variety of situations.

B.4.3 – Identify various sentence forms and structures while applying the rules of standard American English.

WI Content Standard

Students in Wisconsin will write clearly and effectively to share information and knowledge, to influence and persuade, to create and entertain.

For The Student:

For Sale!

Select something you are wearing or something that is in your pocket or desk and write a creative advertisement for this item that would convince the rest of the students in your class to buy it.

For The Teacher:

Goal: The student's goal is to create an advertisement.

Role: The student will be persuasive writer.

Audience: The student's classmates will be the audience for the advertisement.

Situation: The student has been asked to create an advertisement for an item he/she possesses.

Product, Performance and Purpose: The student will create a written advertisement to appeal to students in his/her class.

Standards and Criteria for Success: Writing will be assessed using the MPS Writing Rubric. The student should also use these criteria to self-assess.



GRASPS

Grade 5

English Language Arts

Writing

Elementary School Section



MPS Learning Targets

B.5.1 – Compose detailed, multi-paragraph and organized writing to communicate for a variety of audiences and purposes.

B.5.2 – Independently produce and analyze multiple drafts of writing, using the writing process to create clear and effective writing.

B.5.3 – Produce various sentence forms and structures while applying the rules of standard American English in written communications.

WI Content Standard

Students in Wisconsin will write clearly and effectively to share information and knowledge, to influence and persuade, to create and entertain.

For The Student:

Inside-Out

Select a picture from a magazine or newspaper and describe what is happening in the picture using the voice of someone or something in the picture.

For The Teacher:

Goal: The student's goal is to describe the action in a picture.

Role: The student will be someone or something in a picture.

Audience: The student's teacher and peers will be the audience.

Situation: The student has been asked to describe the action that he or she sees from within a picture.

Product, Performance and Purpose: The student will select a picture from a magazine or newspaper and describe what he or she sees happening in the picture from the perspective of someone or something in the picture.

Standards and Criteria for Success: Writing will be scored using the MPS Writing Rubric. Students should also use these criteria to self-assess.



G.R.A.S.P.S.
Descriptive
Writing, Grade 5

MPS Learning Targets

B.5.1 – Compose detailed, multi-paragraph and organized writing to communicate for a variety of audiences and purposes.

B.5.2 – Independently produce and analyze multiple drafts of writing, using the writing process to create clear and effective writing.

B.5.3 – Produce various sentence forms and structures while applying the rules of standard American English in written communications.

WI Content Standard

Students in Wisconsin will write clearly and effectively to share information and knowledge, to influence and persuade, to create and entertain.

For The Student:

Unforgettable

The student council at your school is sponsoring a writing contest called “I’ll Never Forget...” Think of a place you can remember clearly. Use words to paint a picture of this place that would make a reader feel as if he or she were there. Your contest entry must be between 250 and 300 words in length.

For The Teacher:

Goal: The student’s goal is to paint a picture with words.

Role: The student will be himself/herself entering a contest.

Audience: The audience will be the student council.

Situation: The student has been asked to describe a place that he or she will never forget that is important to him or her.

Product, Performance and Purpose: The student will write a contest entry between 250 and 300 words describing a place that he or she will never forget.

Standards and Criteria for Success: Writing will be scored using the MPS Writing Rubric. Students should also use these criteria to self-assess.



G.R.A.S.P.S.
Descriptive
Writing, Grade 5

MPS Learning Targets

B.5.1 – Compose detailed, multi-paragraph and organized writing to communicate for a variety of audiences and purposes.

B.5.2 – Independently produce and analyze multiple drafts of writing, using the writing process to create clear and effective writing.

B.5.3 – Produce various sentence forms and structures while applying the rules of standard American English in written communications.

WI Content Standard

Students in Wisconsin will write clearly and effectively to share information and knowledge, to influence and persuade, to create and entertain.

For The Student:

Email Your E-Pal

Your class has been studying the United States and has decided to become e-pals with students from other states. The topic for this month's e-mail is why someone would want to visit your state. Write an e-mail to an e-pal. Describe why someone would want to visit your state.

For The Teacher:

Goal: The student's goal is to write an e-pal email.

Role: The student will be an e-pal from another state.

Audience: The audience will be the student's e-pal.

Situation: The student has been asked to describe why someone would want to visit his/her state.

Product, Performance and Purpose: The student will write an email to his or her e-pal describing why someone would want to visit his or her state.

Standards and Criteria for Success: Writing will be scored using the MPS Writing Rubric. Students should also use these criteria to self-assess.



G.R.A.S.P.S.
Narrative
Writing, Grade 5

MPS Learning Targets

B.5.1 – Compose detailed, multi-paragraph and organized writing to communicate for a variety of audiences and purposes.

B.5.2 – Independently produce and analyze multiple drafts of writing, using the writing process to create clear and effective writing.

B.5.3 – Produce various sentence forms and structures while applying the rules of standard American English in written communications.

WI Content Standard

Students in Wisconsin will write clearly and effectively to share information and knowledge, to influence and persuade, to create and entertain.

For The Student:

My Latest Invention

You are a famous inventor and you have just finished your latest invention. A local school has asked you to come and speak to their second grade class about this wonderful new invention. Prepare a written speech describing your latest invention.

For The Teacher:

Goal: The student’s goal is to prepare a written speech.

Role: The student will be an inventor.

Audience: The audience will be second grade students.

Situation: The student will be an inventor who has been asked to prepare a written speech describing his or her latest invention.

Product, Performance and Purpose: The student will create a written speech about his or her latest invention.

Standards and Criteria for Success: Writing will be scored using the MPS Writing Rubric. Students should also use these criteria to self-assess.



G.R.A.S.P.S.
Narrative
Writing, Grade 5

MPS Learning Targets

B.5.1 – Compose detailed, multi-paragraph and organized writing to communicate for a variety of audiences and purposes.

B.5.2 – Independently produce and analyze multiple drafts of writing, using the writing process to create clear and effective writing.

B.5.3 – Produce various sentence forms and structures while applying the rules of standard American English in written communications.

WI Content Standard

Students in Wisconsin will write clearly and effectively to share information and knowledge, to influence and persuade, to create and entertain.

For The Student:

Character Conversation

A local bookstore is sponsoring a writing contest for fifth grade students called “Meet Your Favorite Character”. The contest is asking local fifth graders to select a character from a book and write a conversation using dialogue that they would have with the character. Think of what questions you would like to ask your character, and how they, in return, would answer.

For The Teacher:

Goal: The student’s goal is to develop a conversation using dialogue.

Role: The student will be a contestant.

Audience: The audience will be the judges from the local bookstore.

Situation: The student has been asked to create a conversation between the student and a character from a book.

Product, Performance and Purpose: The student will develop a well-written conversation between himself or herself and a character from a book.

Standards and Criteria for Success: Writing will be scored using the MPS Writing Rubric. Students should also use these criteria to self-assess.



G.R.A.S.P.S.
Expository
Writing, Grade 5

MPS Learning Targets

B.5.1 – Compose detailed, multi-paragraph and organized writing to communicate for a variety of audiences and purposes.

B.5.2 – Independently produce and analyze multiple drafts of writing, using the writing process to create clear and effective writing.

B.5.3 – Produce various sentence forms and structures while applying the rules of standard American English in written communications.

WI Content Standard

Students in Wisconsin will write clearly and effectively to share information and knowledge, to influence and persuade, to create and entertain.

For The Student:

How To Use My Skill

When we learn how to do something new, we feel proud of our accomplishment. Choose one skill that you have learned or mastered. Create a how to manual explaining how you learned or mastered a new skill. Write about the steps you needed to take in order to learn the new skill.

For The Teacher:

Goal: The student's goal is to create a manual explaining how he/she learned a skill.

Role: The student will be the master of a skill.

Audience: The audience will be the teacher and peers of the student.

Situation: The student has been asked to think of a skill that he/she has learned or mastered and write a how to manual explaining how a skill is learned.

Product, Performance and Purpose: The student will create a how to manual explaining how a skill is learned or mastered.

Standards and Criteria for Success: Writing will be scored using the MPS Writing Rubric. Students should also use these criteria to self-assess.



G.R.A.S.P.S.
Expository
Writing, Grade 5

MPS Learning Targets

B.5.1 – Compose detailed, multi-paragraph and organized writing to communicate for a variety of audiences and purposes.

B.5.2 – Independently produce and analyze multiple drafts of writing, using the writing process to create clear and effective writing.

B.5.3 – Produce various sentence forms and structures while applying the rules of standard American English in written communications.

WI Content Standard

Students in Wisconsin will write clearly and effectively to share information and knowledge, to influence and persuade, to create and entertain.

For The Student:

Textbook Author

You have been asked by the publisher of your textbook to write a list of directions that explains how to set up and use a Venn diagram. Students who have never used Venn diagrams before should be able to easily follow your directions.

For The Teacher:

Goal: The student's goal is to write a set of directions.

Role: The student will be an author of a textbook.

Audience: The audience will be students who are unfamiliar with how to make and use Venn diagrams.

Situation: The student has been asked to write a set of directions that explains to other students how to set up and use a Venn diagram.

Product, Performance and Purpose: The student will write directions for the set up and use of a Venn diagram. The directions need to be specific and easy for other students to follow.

Standards and Criteria for Success: The writing will be scored using the MPS Writing Rubric. Students should also use these criteria to self-assess.



G.R.A.S.P.S.
Expository
Writing, Grade 5

MPS Learning Targets

B.5.1 – Compose detailed, multi-paragraph and organized writing to communicate for a variety of audiences and purposes.

B.5.2 – Independently produce and analyze multiple drafts of writing, using the writing process to create clear and effective writing.

B.5.3 – Produce various sentence forms and structures while applying the rules of standard American English in written communications.

WI Content Standard

Students in Wisconsin will write clearly and effectively to share information and knowledge, to influence and persuade, to create and entertain.

For The Student:

Letter of Request

You are exploring different career options. Write a business letter to a person who is currently employed in a field that interests you and request information about his or her career.

For The Teacher:

Goal: The student's goal is to write a letter of request.

Role: The student will be an inquisitive student interested in a particular career field.

Audience: The audience will be a person in a career field that is interesting to the student.

Situation: The student has been asked to select a person in a career field that interests the student and write a letter to request information about the career.

Product, Performance and Purpose: The student will write a business letter to request information about a person's career.

Standards and Criteria for Success: Writing will be scored using the MPS Writing Rubric. Students should also use these criteria to self-assess.



G.R.A.S.P.S.
Expository
Writing, Grade 5

MPS Learning Targets

B.5.1 – Compose detailed, multi-paragraph and organized writing to communicate for a variety of audiences and purposes.

B.5.2 – Independently produce and analyze multiple drafts of writing, using the writing process to create clear and effective writing.

B.5.3 – Produce various sentence forms and structures while applying the rules of standard American English in written communications.

WI Content Standard

Students in Wisconsin will write clearly and effectively to share information and knowledge, to influence and persuade, to create and entertain.

For The Student:

Top Performance

To perform at its best, the human body needs to be fed healthy foods, provided plenty of water, and exercised several times each week. Knowing what it takes to be healthy, inventory your current state of health and explain how healthy you are right now.

For The Teacher:

Goal: The student's goal is to inventory and report on his or her current health status.

Role: The student will be a student who is self-assessing his or her health.

Audience: The audience for the writing will be the student's teacher.

Situation: The student has been asked to inventory his or her current health and explain how healthy he or she is right now.

Product, Performance and Purpose: The student will write an explanation.

Standards and Criteria for Success: Writing will be scored using the MPS Writing Rubric. Students should also use these criteria to self-assess.



G.R.A.S.P.S.
Expository
Writing, Grade 5

MPS Learning Targets

B.5.1 – Compose detailed, multi-paragraph and organized writing to communicate for a variety of audiences and purposes.

B.5.2 – Independently produce and analyze multiple drafts of writing, using the writing process to create clear and effective writing.

B.5.3 – Produce various sentence forms and structures while applying the rules of standard American English in written communications.

WI Content Standard

Students in Wisconsin will write clearly and effectively to share information and knowledge, to influence and persuade, to create and entertain.

For The Student:

Autobiographical Letter

It is an honor to have your image featured on a postage stamp. After visiting the United States Postal Service's website, pick one person who has had this honor. Write a letter to school students from this person's perspective. Explain why you were honored with your own postage stamp.

For The Teacher:

Goal: The student's goal is to write an informative letter.

Role: The student will be an individual who has been featured on a US postage stamp.

Audience: The audience will be grade school students.

Situation: The student has been asked to select a person who has been featured on a US postage stamp. The student will write a letter from the famous person's perspective explaining who he or she is, and why others chose him or her to be featured on a stamp.

Product, Performance and Purpose: The student will write a letter explaining why he or she has been featured on a postage stamp.

Standards and Criteria for Success: Writing will be scored using the MPS Writing Rubric. Students should also use these criteria to self-assess.



G.R.A.S.P.S.
Persuasive
Writing, Grade 5

MPS Learning Targets

B.5.1 – Compose detailed, multi-paragraph and organized writing to communicate for a variety of audiences and purposes.

B.5.2 – Independently produce and analyze multiple drafts of writing, using the writing process to create clear and effective writing.

B.5.3 – Produce various sentence forms and structures while applying the rules of standard American English in written communications.

WI Content Standard

Students in Wisconsin will write clearly and effectively to share information and knowledge, to influence and persuade, to create and entertain.

For The Student:

Letter to the Editor

Think about a situation in your school or neighborhood that you feel should be changed. Write a persuasive letter to the editor of your local newspaper that explains the situation, proposes a solution, and gives reasons for the change.

For The Teacher:

Goal: The student's goal is to write a persuasive letter.

Role: The student will be a community member who cares about his or her community.

Audience: The audience will be the editor of the local newspaper.

Situation: The student has been asked to select an issue he or she feels needs to be addressed in their school or community and write a letter to the editor offering his or her point of view and suggestions for change.

Product, Performance and Purpose: The student will write a letter to the editor stressing the need for change in his or her school or community.

Standards and Criteria for Success: Writing will be scored using the MPS Writing Rubric. Students should also use these criteria to self-assess.



G.R.A.S.P.S.
Persuasive
Writing, Grade 5

MPS Learning Targets

B.5.1 – Compose detailed, multi-paragraph and organized writing to communicate for a variety of audiences and purposes.

B.5.2 – Independently produce and analyze multiple drafts of writing, using the writing process to create clear and effective writing.

B.5.3 – Produce various sentence forms and structures while applying the rules of standard American English in written communications.

WI Content Standard

Students in Wisconsin will write clearly and effectively to share information and knowledge, to influence and persuade, to create and entertain.

For The Student:

I Nominate...

It is time for your class to select two student council representatives. As a part of the student council, these two students will have the opportunity to share their opinions on issues related to the school. Your job is to write a speech nominating someone you feel is qualified for this position. Explain why you believe he or she is the best person for the job.

For The Teacher:

Goal: The student's goal is to write a persuasive speech.

Role: The student will be a persuasive speechwriter.

Audience: The audience will be the student's classmates.

Situation: The student has been asked to convince the rest of his or her classmates why his or her candidate is the most qualified person for the student council representative position.

Product, Performance and Purpose: The student will compose a written speech that explains why his or her candidate is the best person for the job.

Standards and Criteria for Success: Writing will be scored using the MPS Writing Rubric. Students should also use these criteria to self-assess.



G.R.A.S.P.S.
Persuasive
Writing, Grade 5

MPS Learning Targets

B.5.1 – Compose detailed, multi-paragraph and organized writing to communicate for a variety of audiences and purposes.

B.5.2 – Independently produce and analyze multiple drafts of writing, using the writing process to create clear and effective writing.

B.5.3 – Produce various sentence forms and structures while applying the rules of standard American English in written communications.

WI Content Standard

Students in Wisconsin will write clearly and effectively to share information and knowledge, to influence and persuade, to create and entertain.

For The Student:

Book Review

Booklist Magazine has asked you to write a book review for a book you have recently read that would encourage other students to want to read. Without giving away too many details, convince readers of *Booklist Magazine* to read this book.

For The Teacher:

Goal: The student's goal is to write a persuasive book review.

Role: The student will be a book reviewer for *Booklist Magazine*.

Audience: The audience will be the readers of *Booklist Magazine*.

Situation: The student has been asked to write a book review for *Booklist Magazine*.

Product, Performance and Purpose: The student will write a book review for *Booklist Magazine* convincing readers to read the book.

Standards and Criteria for Success: Writing will be scored using the MPS Writing Rubric. Students should also use these criteria to self-assess.



G.R.A.S.P.S.
Persuasive
Writing, Grade 5

MPS Learning Targets

B.5.1 – Compose detailed, multi-paragraph and organized writing to communicate for a variety of audiences and purposes.

B.5.2 – Independently produce and analyze multiple drafts of writing, using the writing process to create clear and effective writing.

B.5.3 – Produce various sentence forms and structures while applying the rules of standard American English in written communications.

WI Content Standard

Students in Wisconsin will write clearly and effectively to share information and knowledge, to influence and persuade, to create and entertain.

For The Student:

Letter to the Superintendent

Rules are a part of our daily lives. Even though schools are different, there are rules that members of all school communities should follow. Write a letter, from a concerned citizen's point of view, to your school district's superintendent. Explain the rules you believe every school should have in common.

For The Teacher:

Goal: The student's goal is to write a persuasive letter to the superintendent.

Role: The student will be a concerned citizen.

Audience: The audience will be the school district's superintendent.

Situation: The student is a concerned citizen who believes every school should have some rules in common. After the rules have been selected, the student will write a letter to the superintendent explaining why every school should have these rules.

Product, Performance and Purpose: The student will write a letter to the superintendent explaining why it is necessary for every school to have the rules he or she has chosen.

Standards and Criteria for Success: Writing will be scored using the MPS Writing Rubric. Students should also use these criteria to self-assess.



GRASPS

Grade 6

English Language Arts

Writing

Middle Grades Section



G.R.A.S.P.S.
Descriptive
Writing, Grade 6

MPS Learning Targets

B.6.1 – Produce and critically analyze writing in a variety of situations.

B.6.2 – Use the writing process to independently construct different types of multi-paragraph, proficient writing.

B.6.3 – Explain and produce various sentence forms and structures while applying the rules of standard American English.

WI Content Standard

Students in Wisconsin will write clearly and effectively to share information and knowledge, to influence and persuade, to create and entertain.

For the Student:

New Experience

First experiences are memorable. They may have been funny, scary, rewarding, or exciting. Think about a time when you experienced or learned something for the very first time. Describe this experience. Your class will share these experiences by creating a class book.

For the Teacher:

Goal: The student's goal is to describe a first experience that was memorable.

Role: The student will be a contributor to a class book.

Audience: The audience will be the classroom teacher and the student's peers.

Situation: The student has been asked to retell one of their memorable life experiences in the form of a narrative story.

Product, Performance and Purpose: The student will create a narrative story by retelling the details of one of their first memorable life experiences.

Standards and Criteria for Success: Writing will be scored using the MPS Writing Rubric. Students should also use these criteria to self-assess.



G.R.A.S.P.S.
Narrative
Writing, Grade 6

MPS Learning Targets

B.6.1 – Produce and critically analyze writing in a variety of situations.

B.6.2 – Use the writing process to independently construct different types of multi-paragraph, proficient writing.

B.6.3 – Explain and produce various sentence forms and structures while applying the rules of standard American English.

WI Content Standard

Students in Wisconsin will write clearly and effectively to share information and knowledge, to influence and persuade, to create and entertain.

For the Student:

That's Not Fair!

A local radio station has requested that people call in to talk about a situation they thought was unfair. Think about a time you thought to yourself, "Hey, this is not fair!" Prepare written comments to share with the listening audience.

For the Teacher:

Goal: The student's goal is to choose one unfair situation and write about the experience.

Role: The student will be a caller on a local radio show.

Audience: The audience will be listeners to the radio station.

Situation: The student has been asked to retell the details of an unfair situation in the form of a narrative.

Product, Performance and Purpose: The student will tell the details of one unfair situation he or she has read about, experienced first hand, or witnessed.

Standards and Criteria for Success: Writing will be scored using the MPS Writing Rubric. Students should also use these criteria to self-assess.



G.R.A.S.P.S.
Narrative
Writing, Grade 6

MPS Learning Targets

B.6.1 – Produce and critically analyze writing in a variety of situations.

B.6.2 - Use the writing process to independently construct different types of multi-paragraph, proficient writing.

B.6.3 – Explain and produce various sentence forms and structures while applying the rules of standard American English.

WI Content Standard

Students in Wisconsin will write clearly and effectively to share information and knowledge, to influence and persuade, to create and entertain.

For the Student:

Wonderful Weekend

A group of your friends is creating a scrapbook about weekends they have enjoyed. Pick one memorable weekend. Create a narrative journal entry about your memorable weekend to share as an entry in the scrapbook.

For the Teacher:

Goal: The student's goal is to choose one memorable weekend and create a narrative journal entry.

Role: The student will be a scrapbook contributor.

Audience: The audience will be the student's friends.

Situation: The student has been asked to write a narrative journal entry retelling the events of a memorable weekend.

Product, Performance and Purpose: The student will create a narrative journal entry retelling the details the events of one memorable weekend to share with friends.

Standards and Criteria for Success: Writing will be scored using the MPS Writing Rubric. Students should also use these criteria to self-assess.



G.R.A.S.P.S.
Expository
Writing, Grade 6

MPS Learning Targets

B.6.1 – Produce and critically analyze writing in a variety of situations.

B.6.2 - Use the writing process to independently construct different types of multi-paragraph, proficient writing.

B.6.3 – Explain and produce various sentence forms and structures while applying the rules of standard American English.

WI Content Standard

Students in Wisconsin will write clearly and effectively to share information and knowledge, to influence and persuade, to create and entertain.

For the Student:

Recess Recommendation

You are the school's principal. You are considering bringing back school-wide recess, beginning next school year. Write a letter to the school community explaining your current thinking and asking all members for their input.

For the Teacher:

Goal: The student's goal is to write a letter to the school community to seek input about school-wide recess.

Role: The student will be a principal.

Audience: The audience will be members of the school community.

Situation: The student has been asked to seek input from community members regarding the reinstatement of school-wide recess.

Product, Performance and Purpose: The student will write a letter.

Standards and Criteria for Success: Writing will be scored using the MPS Writing Rubric. Students should also use these criteria to self-assess.



G.R.A.S.P.S.
Persuasive
Writing, Grade 6

MPS Learning Targets

B.6.1 – Produce and critically analyze writing in a variety of situations.

B.6.2 - Use the writing process to independently construct different types of multi-paragraph, proficient writing.

B.6.3 – Explain and produce various sentence forms and structures while applying the rules of standard American English.

WI Content Standard

Students in Wisconsin will write clearly and effectively to share information and knowledge, to influence and persuade, to create and entertain.

For the Student:

To Wear or Not To Wear

You are a member of the school board. The board will be voting on a proposal that would require all students to wear uniforms to school. After giving the uniform proposal serious consideration, compose a speech that will persuade others to agree with your position.

For the Teacher:

Goal: The student's goal is to prepare a written speech addressing the issue of wearing school uniforms.

Role: The student will be a school board member.

Audience: The audience will be the members of the public and other school board members.

Situation: The student has been asked to take a position for or against the wearing of school uniforms.

Product, Performance and Purpose: The student will develop a speech that supports a position regarding the wearing of school uniforms.

Standards and Criteria for Success: Writing will be scored using the MPS Writing Rubric. Students should also use these criteria to self-assess.



GRASPS

Grade 7

English Language Arts

Writing

Middle Grades Section



G.R.A.S.P.S
Descriptive
Writing, Grade 7

MPS Learning Targets

B.7.1 - Adjust content, style, and structure of writing to suit audience and purpose.

B.7.2 – Independently apply the writing process to create drafts that reflect revision for specific purposes.

B.7.3 – Construct complex sentence forms and structures while applying the rules of standard American English to written communication.

WI Content Standard

Students in Wisconsin will write clearly and effectively to share information and knowledge, to influence and persuade, to create and entertain.

For the Student:

Exchange Students Welcome

Students from various countries enjoy an opportunity to study in another country. You are on your school's welcoming committee. Write a letter to an exchange student who is considering your school as a place to visit and study.

To the Teacher:

Goal: The student's goal is to write letter to a student in another country describing the school academic and social activities of the host school.

Role: The student will be a member of the school's welcoming committee,

Audience: The audience is an exchange student who is considering attending your school.

Situation: The student has been asked to write a letter to an exchange student describing the characteristics that make his or her school an inviting place visit and study.

Product, Performance and Purpose: The student will write a letter that provides a description of the school's academic and social activities.

Standards and Criteria for Success: Writing will be scored using the MPS Writing Rubric. Students should also use these criteria to self-assess.



G.R.A.S.P.S.
Narrative
Writing, Grade 7

MPS Learning Targets

B.7.1 - Adjust content, style, and structure of writing to suit audience and purpose.

B.7.2 – Independently apply the writing process to create drafts that reflect revision for specific purposes.

B.7.3 – Construct complex sentence forms and structures while applying the rules of standard American English to written communication.

WI Content Standard - Students in Wisconsin will write clearly and effectively to share information and knowledge, to influence and persuade, to create and entertain.

For the Student:

Biographical Storyboard

You are a movie director who will be selecting a person you admire to use as the subject for an upcoming documentary. Select an individual and document the person's life story by creating a narrative storyboard.

For the Teacher:

Goal: The student's goal is to create a storyboard about a person he/she admires.

Role: The student will be a movie director.

Audience: The audience will be the general public.

Situation: The student has been asked to select a person he/she admires to use as the subject of a biographical documentary.

Product, Performance and Purpose: The student will create a narrative storyboard.

Standards and Criteria for Success: Writing will be scored using the MPS Writing Rubric. Students should also use these criteria to self-assess.



G.R.A.S.P.S.
Narrative
Writing, Grade 7

MPS Learning Targets

B.7.1 - Adjust content, style, and structure of writing to suit audience and purpose.

B.7.2 – Independently apply the writing process to create drafts that reflect revision for specific purposes.

B.7.3 – Construct complex sentence forms and structures while applying the rules of standard American English to written communication.

WI Content Standard - Students in Wisconsin will write clearly and effectively to share information and knowledge, to influence and persuade, to create and entertain.

For the Student:

“Our Class” the Television Series

Your class is producing a television show called “Our Class.” Prepare a script for the television show that will narrate what happens in your class during the school day. Your script should include dialogue and show a chronological sequence of events.

For the Teacher:

Goal: The student’s goal is to prepare a script for a television show called “Our Class”.

Role: The student will be a scriptwriter who is writing for a new television show.

Audience: The audience will be television viewers.

Situation: The student has been asked to write a script for a new television show that narrates what takes place during the school day.

Product, Performance and Purpose: The student will create a script that captures the audience’s attention and has a well-thought-out storyline.

Standards and Criteria for Success: Writing will be scored using the MPS Writing Rubric. Students should also use these criteria to self-assess.



G.R.A.S.P.S.
Narrative
Writing, Grade 7

MPS Learning Targets

B.7.1 - Adjust content, style, and structure of writing to suit audience and purpose.

B.7.2 – Independently apply the writing process to create drafts that reflect revision for specific purposes.

B.7.3 – Construct complex sentence forms and structures while applying the rules of standard American English to written communication.

WI Content Standard – Students in Wisconsin will write clearly and effectively to share information and knowledge, to influence and persuade, to create and entertain.

For the Student:

Autobiographical Memory

You are a successful author who has decided to write an autobiography. Select a memorable event from your life that would capture your fans' attention. Write about a memorable event that would be included in your autobiography.

For the Teacher:

Goal: The student's goal is to select a memorable event from his/her life a reader would find interesting.

Role: The student will be a successful author.

Audience: The audience will be fans of the author.

Situation: The student has been asked to be an author who is writing an autobiography.

Product, Performance and Purpose: The student will write about a memorable event from his/her life.

Standards and Criteria for Success: Writing will be scored using the MPS Writing Rubric. Students should also use these criteria to self-assess.



G.R.A.S.P.S.
Expository
Writing, Grade 7

MPS Learning Targets

B.7.1 - Adjust content, style, and structure of writing to suit audience and purpose.

B.7.2 – Independently apply the writing process to create drafts that reflect revision for specific purposes.

B.7.3 – Construct complex sentence forms and structures while applying the rules of standard American English to written communication.

WI Content Standard - Students in Wisconsin will write clearly and effectively to share information and knowledge, to influence and persuade, to create and entertain.

For the Student:

Interview

You are a school newspaper reporter. You have been assigned to write an article about self-esteem. In order to gain more knowledge on this topic, you decide to interview a person in your school. Select a person and ask him/her to describe one thing he/she does well and explain how it makes him/her feel. Capture the main points of this interview for your school newspaper on a graphic organizer.

For the Teacher:

Goal: The student's goal is to interview a person in school about self-esteem and capture the main points on a graphic organizer.

Role: The student will be a reporter for the school newspaper.

Audience: The audience will be readers of the school newspaper.

Situation: The student has been asked to be a reporter for the school paper and interview a person in school about self-esteem, capturing the main points on a graphic organizer.

Product, Performance and Purpose: The student will create a graphic organizer with the main points from the interview.

Standards and Criteria for Success: Writing will be scored using the MPS Writing Rubric. Students should also use these criteria to self-assess.



G.R.A.S.P.S.
Expository
Writing, Grade 7

MPS Learning Targets

B.7.1 - Adjust content, style, and structure of writing to suit audience and purpose.

B.7.2 – Independently apply the writing process to create drafts that reflect revision for specific purposes.

B.7.3 – Construct complex sentence forms and structures while applying the rules of standard American English to written communication.

Standard - Students in Wisconsin will write clearly and effectively to share information and knowledge, to influence and persuade, to create and entertain.

For the Student:

Music Memories

You are a radio DJ. You have played a song on the radio that has brought to mind a significant event in your life. After the song is over you will tell your listeners about this memory, connecting the memory to the song.

For the Teacher:

Goal: The student's goal is to explain a specific memory of an event in his/her life.

Role: The student will be a disc jockey.

Audience: The audience will be the listeners of the radio station.

Situation: The student has been asked to be a DJ who plays a special song that triggers a specific memory about a significant event in his/her life. The DJ will explain how the song triggered this memory.

Product, Performance and Purpose: The student will write about how a special song triggers a specific memory from a significant event in his/her life.

Standards and Criteria for Success: Writing will be scored using the MPS Writing Rubric. Students should also use these criteria to self-assess.



G.R.A.S.P.S.
Persuasive
Writing, Grade 7

MPS Learning Targets

B.7.1 - Adjust content, style, and structure of writing to suit audience and purpose.

B.7.2 – Independently apply the writing process to create drafts that reflect revision for specific purposes.

B.7.3 – Construct complex sentence forms and structures while applying the rules of standard American English to written communication.

WI Content Standard - Students in Wisconsin will write clearly and effectively to share information and knowledge, to influence and persuade, to create and entertain.

For the Student:

Movie Critic

You are a film critic for a local newspaper. Select a movie you have seen and persuade your readers to see this movie. Your movie review must be 250-400 words in length.

For the Teacher:

Goal: The student's goal is to write a review that will persuade others to see a movie.

Role: The student will be a film critic for a local newspaper.

Audience: The audience will be moviegoers who read the local newspaper.

Situation: The student has been asked to be a film critic who persuades his/her readers to see a movie.

Product, Performance and Purpose: The student will write a movie review persuading readers to go see a movie. The movie review must be 250-400 words in length.

Standards and Criteria for Success: Writing will be scored using the MPS Writing Rubric. Students should also use these criteria to self-assess.



G.R.A.S.P.S.
Persuasive
Writing, Grade 7

MPS Learning Targets

B.7.1 - Adjust content, style, and structure of writing to suit audience and purpose.

B.7.2 – Independently apply the writing process to create drafts that reflect revision for specific purposes.

B.7.3 – Construct complex sentence forms and structures while applying the rules of standard American English to written communication.

WI Content Standard - Students in Wisconsin will write clearly and effectively to share information and knowledge, to influence and persuade, to create and entertain.

For the Student:

Say No to Gangs

You are a journalist who writes a column for an online newspaper. You just received an email from a teenager whose best friend has recently become involved in a gang. The teenager is concerned and needs your help to persuade his/her friend to stay out of gangs. Write an advice column persuading this teenager's best friend to stay out of gangs. The space for your response is limited and must be 300 words or less.

For the Teacher:

Goal: The student's goal is to write an advice column for an online newspaper helping a teenager persuade his/her friend to stay out of gangs.

Role: The student will be a journalist who works for an online newspaper and writes an advice column.

Audience: The audience will be readers of the advice column.

Situation: The student has been asked to be a journalist for an online newspaper who is responding to an email he/she received from a concerned teenager about his/her best friend who recently became involved in a gang. The journalist needs to persuade this person and others to stay out of gangs.

Product, Performance and Purpose: The student will write, in 300 words or less, a response to the email.

Standards and Criteria for Success: Writing will be scored using the MPS Writing Rubric. Students should also use these criteria to self-assess.



GRASPS

Grade 8

English Language Arts

Writing

Middle Grades Section



G.R.A.S.P.S.
Descriptive
Writing, Grade 8

MPS Learning Targets

B.8.1 - Compose clear and effective writing including literary commentaries, critiques and interpretations that analyze a reading or viewing experiences.

B.8.2 - Independently identify questions and strategies for improving drafts in writing conferences.

B.8.3 - Apply the rules of standard American English to written communications.

WI Content Standard

Students in Wisconsin will write clearly and effectively to share information and knowledge, to influence and persuade, to create and entertain.

For the Student:

Applicant Essay

As a job applicant you need to answer a question for an online job application. It asks you to describe yourself in 200 words or less. After reading your essay, the employer should have a sense of your personality and character, work habits, written communication skills, and work experience. This information will help the employer determine whether or not to hire you.

For the Teacher:

Goal: The student's goal is to write a description of him/herself for a potential employer. The response must be 200 words or less.

Role: The student will be a job applicant.

Audience: The audience will be a potential employer.

Situation: The student has been asked to complete an essay found in an online job application. He/she must describe him/herself in 200 words or less.

Product, Performance and Purpose: The student will compose a descriptive essay using 200 words or less. The description will convey the student's personality and character, work habits, communication skills, and work experience.

Standards and Criteria for Success: Writing will be scored using the MPS Writing Rubric. Students should also use these criteria to self-assess.



G.R.A.S.P.S.
Descriptive
Writing, Grade 8

MPS Learning Targets

B.8.1 - Compose clear and effective writing including literary commentaries, critiques and interpretations that analyze a reading or viewing experiences.

B.8.2 - Independently identify questions and strategies for improving drafts in writing conferences.

B.8.3 - Apply the rules of standard American English to written communications.

WI Content Standard

Students in Wisconsin will write clearly and effectively to share information and knowledge, to influence and persuade, to create and entertain.

For the Student:

Career Minded

You are a local business owner. An eighth grade teacher has asked you to come to his/her class to describe your career and provide advice to students regarding their future academic and career goals. Prepare notes to deliver to the class.

For the Teacher:

Goal: The student's goal is to write notes describing his/her career and provide advice to eighth grader students.

Role: The student will be a local business owner.

Audience: The will be audience eighth grade students.

Situation: The student has been asked to describe his or her career and provide advice to eighth grade students.

Product, Performance and Purpose: The student will compose descriptive notes to share with students.

Standards and Criteria for Success: Writing will be scored using the MPS Writing Rubric. Students should also use these criteria to self-assess.



G.R.A.S.P.S.
Narrative
Writing, Grade 8

MPS Learning Targets

B.8.1 - Compose clear and effective writing including literary commentaries, critiques and interpretations that analyze a reading or viewing experiences.

B.8.2 - Independently identify questions and strategies for improving drafts in writing conferences.

B.8.3 - Apply the rules of standard American English to written communications.

WI Content Standard

Students in Wisconsin will write clearly and effectively to share information and knowledge, to influence and persuade, to create and entertain.

For the Student:

Fairytales from Another Perspective

Think about and select one of the fairytales you know. Rewrite a fairytale, telling it from the villain's point of view.

For the Teacher:

Goal: The student's goal is to rewrite a fairy tale from a villain's point of view.

Role: The student will be a villain from a fairytale.

Audience: The audience will be the readers of the fairytale.

Situation: The student has been asked to be a villain from a fairytale and rewrite the story from his/her point of view.

Product, Performance and Purpose: The student will rewrite a fairytale from the villain's point of view.

Standards and Criteria for Success: Writing will be scored using the MPS Writing Rubric. Students should also use these criteria to self-assess.



G.R.A.S.P.S.
Narrative
Writing, Grade 8

MPS Learning Targets

B.8.1 - Compose clear and effective writing including literary commentaries, critiques and interpretations that analyze a reading or viewing experiences.

B.8.2 - Independently identify questions and strategies for improving drafts in writing conferences.

B.8.3 - Apply the rules of standard American English to written communications.

WI Content Standard

Students in Wisconsin will write clearly and effectively to share information and knowledge, to influence and persuade, to create and entertain.

For the Student:

Getting Through

You are a medical specialist. As part of your work you often connect people who are going through a difficult situation with others who have triumphed. In response to a recent case, you are thinking about people you know who have handled a crisis or negative situation in a way that you admire. Pick one person and write a character sketch about him or her. Your sketch will be included in a brochure to share with others who need help getting through a difficult situation.

For the Teacher:

Goal: The student's goal is to write a character sketch of a person who has handled a crisis or negative situation in an admirable way.

Role: The student will be a medical specialist.

Audience: The audience will be people who are going through a difficult situation.

Situation: The student has been asked to write a character sketch about a person who has handled a crisis or negative situation in a way you admire.

Product, Performance and Purpose: The student will create a character sketch about a person who has handled a crisis or bad situation in a way that he/she admires.

Standards and Criteria for Success: Writing will be scored using the MPS Writing Rubric. Students should also use these criteria to self-assess.



G.R.A.S.P.S.
Expository
Writing, Grade 8

MPS Learning Targets

B.8.1 - Compose clear and effective writing including literary commentaries, critiques and interpretations that analyze a reading or viewing experiences.

B.8.2 - Independently identify questions and strategies for improving drafts in writing conferences.

B.8.3 - Apply the rules of standard American English to written communications.

WI Content Standard

Students in Wisconsin will write clearly and effectively to share information and knowledge, to influence and persuade, to create and entertain.

For the Student:

Teen Magazine

You are the editor of a teen magazine. You would like to survey teenagers to learn about their current concerns and viewpoints. Create a survey for teenagers.

For the Teacher:

Goal: The student's goal is to compose a survey for teenagers.

Role: The student will be an editor of a teen magazine.

Audience: The audience will be teenagers.

Situation: The student has been asked to be an editor of a teen magazine. The editor will compose a survey to learn about teens' concerns and viewpoints.

Product, Performance and Purpose: The student will create a survey for teens.

Standards and Criteria for Success: Writing will be scored using the MPS Writing Rubric. Students should also use these criteria to self-assess.



G.R.A.S.P.S.
Expository
Writing, Grade 8

MPS Learning Targets

B.8.1 - Compose clear and effective writing including literary commentaries, critiques and interpretations that analyze a reading or viewing experiences.

B.8.2 - Independently identify questions and strategies for improving drafts in writing conferences.

B.8.3 - Apply the rules of standard American English to written communications.

WI Content Standard

Students in Wisconsin will write clearly and effectively to share information and knowledge, to influence and persuade, to create and entertain.

For the Student:

Retelling a Book or Movie

You are compiling writing for a personal book of years of your middle grade years. A section of the book is related to entertainment. Books and movies entertain us. The stories in them can lead us to think of new ideas or places we have never been to. Briefly retell the story of a film or book, and how this book or movie led you to consider new ideas or new places.

For the Teacher:

Goal: The student's goal is to retell a film or book and share his or her own thoughts about new ideas or new places.

Role: The student will be a writer who is compiling a book of experiences from the middle grade years.

Audience: The audience will be the student, his/her peers, and his/her teacher.

Situation: The student has been asked to briefly retell the story of a film or book and how this book or movie led him/her to consider new ideas or new places.

Product, Performance and Purpose: The student will retell a story and how this book or movie led him/her to consider new ideas or new places.

Standards and Criteria for Success: Writing will be scored using the MPS Writing Rubric. Students should also use these criteria to self-assess.



G.R.A.S.P.S.
Persuasive
Writing, Grade 8

MPS Learning Targets

B.8.1 - Compose clear and effective writing including literary commentaries, critiques and interpretations that analyze a reading or viewing experiences.

B.8.2 - Independently identify questions and strategies for improving drafts in writing conferences.

B.8.3 - Apply the rules of standard American English to written communications.

WI Content Standard

Students in Wisconsin will apply their knowledge of the nature, grammar, and variations of American English.

For the Student:

Legal Tips

You are a successful lawyer in your community. A local law school would like you to create a presentation in which you give your top tips to new lawyers. Use persuasive language as you develop a storyboard to urge the students to listen and heed your advice.

For the Teacher:

Goal: The student's goal is to create a storyboard with tips for new lawyers.

Role: The student will be a successful lawyer.

Audience: The audience will be law school students.

Situation: The student has been asked to develop a storyboard to urge students to take hi/her advice.

Product, Performance and Purpose: The student will create a storyboard.

Standards and Criteria for Success: Writing will be scored using the MPS Writing Rubric. Students should also use these criteria to self-assess.



GRASPS

Grade 9

English Language Arts

Writing

High School Section



G.R.A.S.P.S.
Descriptive
Writing, Grade 9

MPS Learning Targets

B.9.1 - Create substantial pieces of proficient writing in response to fiction and non-fiction for a variety of audiences and purposes.

B.9.2 - Independently develop compositions and other pieces of writing through a series of drafts, using revision strategies based on audience and purpose in a variety of situations.

B.9.3 – Identify usage and convention errors.

WI Content Standard

B.12.1 Students in Wisconsin will write clearly and effectively to share information and knowledge, to influence and persuade, to create and entertain.

For the Student:

Top One Hundred

You are a movie critic for a major newspaper. You have been asked to select and write a review of a film that will be included in the *Top One Hundred Best Movies of All Time*. This descriptive review should include sensory images that will encourage the others to see the film. As space in the newspaper is at a premium, and ninety-nine other reviews will be featured, you must write as clearly and succinctly as possible.

For the Teacher:

Goal:

The student's goal is to write a descriptive movie review.

Role:

The student will be a movie critic.

Audience:

The audience will be the public, specifically newspaper subscribers.

Situation:

The student has been asked to consider a variety of films, select one, and write a descriptive review using figurative language to create vivid descriptions.

Product, Performance and Purpose:

The student will write a descriptive movie review.

Standards and Criteria for Success: Writing will be assessed using the MPS Writing Rubric. The student should also use these criteria to self-assess.



G.R.A.S.P.S.
Narrative
Writing, Grade 9

MPS Learning Targets

B.9.1 - Create substantial pieces of proficient writing in response to fiction and non-fiction for a variety of audiences and purposes.

B.9.2 - Independently develop compositions and other pieces of writing through a series of drafts, using revision strategies based on audience and purpose in a variety of situations.

B.9.3 – Identify usage and convention errors.

WI Content Standard

B.12.1 Students in Wisconsin will write clearly and effectively to share information and knowledge, to influence and persuade, to create and entertain.

For the Student:

Lights, Camera, Action!

After several seasons of playing what you perceive to be a boring character on a top-rated soap opera, the network has given you the opportunity to create a new storyline. You have the ability to design the setting, characters, dialogue, and action of a storyline that will feature your character. The only limitation you have is that you must make certain you write a scenario that would be interesting for your soap opera's intended audience—men and women between the ages of 55 and 70. Your script will be read and judged by the producers of the show. They will rate it based on the quality of your writing, along with the interest of the storyline for the intended audience.

For the Teacher:

Goal:

The student's goal is to write a script for the storyline of a soap opera.

Role:

The student will be a character actor or actress on a top-rated soap opera.

Audience:

The audience will be producers of the show.

Situation:

The student has been asked to write a storyline that contains characters, setting, dialogue, and action.

Product, Performance and Purpose:

The product will be a written script.

Standards and Criteria for Success: Writing will be assessed using the MPS Writing Rubric. The student should also use these criteria to self-assess.



G.R.A.S.P.S.
Expository
Writing, Grade 9

MPS Learning Targets

B.9.1 - Create substantial pieces of proficient writing in response to fiction and non-fiction for a variety of audiences and purposes.

B.9.2 - Independently develop compositions and other pieces of writing through a series of drafts, using revision strategies based on audience and purpose in a variety of situations.

B.9.3 – Identify usage and convention errors.

WI Content Standard

B.12.1 Students in Wisconsin will write clearly and effectively to share information and knowledge, to influence and persuade, to create and entertain.

For the Student:

Meeting Meteorologists

You are an experienced television meteorologist. You have been asked to attend a conference where you will address a group of beginning meteorologists who will start their careers working in television stations around the country in the near future. The sponsors of the event request that you include comments related to the importance of the meteorological field, and add any points of advice you might have for the participants.

For the Teacher:

Goal:

The student's goal is to write an address to be delivered to a group of beginning meteorologists.

Role:

The student will be an experienced meteorologist.

Audience:

The audience will be beginning meteorologists.

Situation:

The situation is that the student has been asked to be a speaker at a conference.

Product, Performance and Purpose:

The product is a written address.

Standards and Criteria for Success: Writing will be assessed using the MPS Writing Rubric. The student should also use these criteria to self-assess.



G.R.A.S.P.S.
Persuasive
Writing, Grade 9

MPS Learning Targets

B.9.1 - Create substantial pieces of proficient writing in response to fiction and non-fiction for a variety of audiences and purposes.

B.9.2 - Independently develop compositions and other pieces of writing through a series of drafts, using revision strategies based on audience and purpose in a variety of situations.

B.9.3 – Identify usage and convention errors.

WI Standards

Content Standard

B.12.1 Students in Wisconsin will write clearly and effectively to share information and knowledge, to influence and persuade, to create and entertain.

For the Student:

Environmental Interest Issue

You are an intern for a state legislator. As you grew up in one of the areas currently represented by your boss, you have been asked to write about topics of interest to neighborhood residents. Your current assignment is to research one of the community's environmental concerns and prepare a research brief the legislator could send to his/her constituents. Knowing the demographics of the area, choose a topic and position that would be of particular interest to citizens in the neighborhood.

For the Teacher:

Goal:

The student's goal is to write a research brief for constituents.

Role:

The student will be an intern in a state legislator's office.

Audience:

The audience will consist of neighborhood citizens.

Situation:

The student must select topic and write a research brief that could be sent to constituents.

Product, Performance and Purpose:

The performance will be a research brief.

Standards and Criteria for Success: Writing will be assessed using the MPS Writing Rubric. The student should also use these criteria to self-assess.



GRASPS

Grade 10

English Language Arts

Writing

High School Section



G.R.A.S.P.S.
Descriptive
Writing, Grade 10

MPS Learning Targets

B.10.1 - Create substantial pieces of proficient writing in an appropriate tone and style to communicate effectively with different audiences for a variety of purposes.

B.10.2 - Apply the writing process to create and evaluate writing in a variety of situations.

B.10.3 – Identify and edit errors in the use of language.

WI Content Standard

B.12.1 Students in Wisconsin will write clearly and effectively to share information and knowledge, to influence and persuade, to create and entertain.

For the Student:

Bon Appetite!

You are a chef at a restaurant in Milwaukee. The owner has asked you to design several complete dinners (including appetizer, main course, and dessert) to be featured on upcoming holiday menus. The restaurant will use your descriptions in future radio advertisements; therefore, you should purposefully choose words that appeal to the senses.

For the Teacher:

Goal:

The student's goal is to create detailed descriptions of meals that will appear on upcoming holiday menus.

Role:

The student will be a chef.

Audience:

The audience will consist of restaurant customers.

Situation:

The student has been asked to design and describe several complete dinners.

Product, Performance and Purpose:

The product will consist of written descriptions.

Standards and Criteria for Success: Writing will be assessed using the MPS Writing Rubric. The student should also use these criteria to self-assess.



G.R.A.S.P.S.
Narrative
Writing, Grade 10

MPS Learning Targets

B.10.1 - Create substantial pieces of proficient writing in an appropriate tone and style to communicate effectively with different audiences for a variety of purposes.

B.10.2 - Apply the writing process to create and evaluate writing in a variety of situations.

B.10.3 – Identify and edit errors in the use of language.

WI Content Standard

B.12.1 Students in Wisconsin will write clearly and effectively to share information and knowledge, to influence and persuade, to create and entertain.

For the Student:

Captive Captions

You are a storyteller. Curators at the art museum have asked you to write narrative captions for several pieces of art. Your writing will appear in an exhibit titled, *A Picture's Worth a Thousand Stories*. Select several pieces of art and study the images. Write a story to accompany each image.

For the Teacher:

Goal:

The student's goal is to write narrative captions for several paintings.

Role:

The student will be a storyteller.

Audience:

The audience will be art museum visitors.

Situation:

The student has been asked to write captions for several pieces of art.

Product, Performance and Purpose:

The products will be captions.

Standards and Criteria for Success: Writing will be assessed using the MPS Writing Rubric. The student should also use these criteria to self-assess.



G.R.A.S.P.S.
Expository
Writing, Grade 10

MPS Learning Targets

B.10.1 - Create substantial pieces of proficient writing in an appropriate tone and style to communicate effectively with different audiences for a variety of purposes.

B.10.2 - Apply the writing process to create and evaluate writing in a variety of situations.

B.10.3 – Identify and edit errors in the use of language.

WI Content Standard

B.12.1 Students in Wisconsin will write clearly and effectively to share information and knowledge, to influence and persuade, to create and entertain.

For the Student:

Trolley Tour

A trolley company has hired you to write a script to accompany a tour of several of the city's most important sites. Choose several sites and write a script that explains the historical, symbolic, or other significance of the sites.

For the Teacher:

Goal:

The student's goal is to write a script explaining the significance of several city sites.

Role:

The student will be a regional freelance writer.

Audience:

The audience consists of tourists and local residents.

Situation: The student has been asked to write an explanation of the significance of several city sites.

Product, Performance and Purpose:

The product is a script.

Standards and Criteria for Success: Writing will be assessed using the MPS Writing Rubric. The student should also use these criteria to self-assess.



G.R.A.S.P.S.
Persuasive
Writing, Grade 10

MPS Learning Targets

B.10.1 - Create substantial pieces of proficient writing in an appropriate tone and style to communicate effectively with different audiences for a variety of purposes.

B.10.2 - Apply the writing process to create and evaluate writing in a variety of situations.

B.10.3 – Identify and edit errors in the use of language.

WI Content Standard

B.12.1 Students in Wisconsin will write clearly and effectively to share information and knowledge, to influence and persuade, to create and entertain.

For the Student:

Desired Development

You are a business owner who would like to open a branch of a chain store in an area of the city that is currently undeveloped land. On site visits you have taken you have observed that although a few young people gather from time to time to play football or soccer, the land is primarily unused. In order to get approval from the common council you must persuade members of the community that this new development would be positive addition to the community. Write a persuasive article to convince community members of the value of the development. Your article will appear in the local newspaper.

For the Teacher:

Goal: The student's goal is to persuade members of the community to welcome a new store to the area.

Role: The student will be a business owner.

Audience:

The audience will consist of residents of the community.

Situation:

The student has been asked to write an article to make his/her case regarding the value of a new store in the community. The land is currently vacant.

Standards and Criteria for Success: Writing will be assessed using the MPS Writing Rubric. The student should also use these criteria to self-assess.



GRASPS

Grades 11 & 12

English Language Arts

Writing

High School Section



G.R.A.S.P.S.
Descriptive
Writing, Grades 11 and 12

MPS Learning Targets

B.11/12.1 - Create substantial pieces of proficient writing to effectively communicate with different audiences for a variety of purposes, including literary analyses.

B. 11/12.2 - Apply the writing process to create and critique writing composed in a variety of situations.

B. 11/12.3 – Edit and critique writing for clarity and effectiveness.

WI Content Standard

B.12.1 Students in Wisconsin will write clearly and effectively to share information and knowledge, to influence and persuade, to create and entertain.

For the Student:

Recommended Reading

You are a literary critic for a regional magazine. One of your responsibilities is to create an annual list of recommended teen books. Parents, teens, and librarians use this list to guide them in selecting appealing reading materials for teens. Include a descriptive review and potential audience of interest for each book.

For the Teacher:

Goal:

The student's goal is to compose a list of top recommended teen books.

Role:

The student will be a literary critic.

Audience:

The audience will consist of magazine subscribers, parents, teens, and librarians.

Situation:

The student has been asked to select and review teen books to appeal to a variety of members of a regional audience.

Product, Performance and Purpose:

The student will compose a descriptive list of teen books.

Standards and Criteria for Success: Writing will be assessed using the MPS Writing Rubric. The student should also use these criteria to self-assess.



G.R.A.S.P.S.
Narrative
Writing, Grades 11 and 12

MPS Learning Targets

B.11/12.1 - Create substantial pieces of proficient writing to effectively communicate with different audiences for a variety of purposes, including literary analyses.

B. 11/12.2 - Apply the writing process to create and critique writing composed in a variety of situations.

B. 11/12.3 – Edit and critique writing for clarity and effectiveness.

WI Content Standard

B.12.1 Students in Wisconsin will write clearly and effectively to share information and knowledge, to influence and persuade, to create and entertain.

For the Student:

Picking Pyramids

A reporter for a national architectural magazine, you have been assigned to write a historical narrative on life during the time of the construction of the pyramids. After conducting your research you will submit a historical narrative based on the question, *Why a Pyramid—and Not a Square?* Though fictitious, your story should contain plausible content based on what archeologists, geologists, and others know about life at that time. Your piece will be the featured article in the next edition of the magazine.

For the Teacher:

Goal:

The student's goal is to write a historical narrative.

Role:

The student will be a reporter for a national architectural magazine.

Audience:

The audience will consist of readers of the magazine.

Situation:

The student has been asked to research, then write a historical narrative related to the question, *Why a Pyramid—Not a Square?*

Product, Performance and Purpose:

The product will be a historical narrative.

Standards and Criteria for Success: Writing will be assessed using the MPS Writing Rubric. The student should also use these criteria to self-assess.



G.R.A.S.P.S.
Expository
Writing, Grades 11 and 12

MPS Learning Targets

B.11/12.1 - Create substantial pieces of proficient writing to effectively communicate with different audiences for a variety of purposes, including literary analyses.

B. 11/12.2 - Apply the writing process to create and critique writing composed in a variety of situations.

B. 11/12.3 – Edit and critique writing for clarity and effectiveness.

WI Content Standard

B.12.1 Students in Wisconsin will write clearly and effectively to share information and knowledge, to influence and persuade, to create and entertain.

For the Student:

Healthy Living

An exercise physiologist, you have been asked to create a series of informational pamphlets on the components of obtaining and maintaining overall health and fitness. First, identify the attributes of what makes someone “healthy”. Then select one of the aspects to use as the topic of your first pamphlet. Knowing the demographics on your community, include a range of suggestions individuals can employ to enhance their health and fitness.

For the Teacher:

Goal:

The student’s goal is to design, illustrate, and publish an informative pamphlet.

Role:

The student will be an exercise physiologist.

Audience:

The audience will be the general public.

Situation:

The student has been asked to identify the components of what it means to be “healthy”. Further, he or she will then create an informational pamphlet on one aspect of health and fitness.

Product, Performance and Purpose:

The product is informational pamphlet.

Standards and Criteria for Success: Writing will be assessed using the MPS Writing Rubric. The student should also use these criteria to self-assess.



G.R.A.S.P.S.
Persuasive
Writing, Grades 11 and 12

MPS Learning Targets

B.11/12.1 - Create substantial pieces of proficient writing to effectively communicate with different audiences for a variety of purposes, including literary analyses.

B. 11/12.2 - Apply the writing process to create and critique writing composed in a variety of situations.

B. 11/12.3 – Edit and critique writing for clarity and effectiveness.

WI Content Standard

B.12.1 Students in Wisconsin will write clearly and effectively to share information and knowledge, to influence and persuade, to create and entertain.

For the Student:

Working Together

You are a mediator who has been hired to settle a labor dispute. As you review the case, you realize your first order of business is to get the two sides to embrace the idea of compromising. Using what you know and have researched about successful historical compromises, compose a written brief addressed to each side of the dispute. After you present persuasive information regarding reasons to cooperate, write to clearly inform both parties of your expectations of working together during the mediation process.

For the Teacher:

Goal:

The student's goal is to write to persuade both sides of a labor dispute to work together.

Role:

The role of the student will be a mediator.

Audience:

The audience will consist of management and a labor union.

Situation:

The student has been asked to write a brief citing expectations of conduct throughout the mediation proceedings.

Product, Performance and Purpose:

The purpose of the task is to compose and publish a legal brief.

Standards and Criteria for Success: Writing will be assessed using the MPS Writing Rubric. The student should also use these criteria to self-assess.

**INSTRUCTIONAL DESIGN TEMPLATE**

Teacher _____ Grade _____ Date _____

Overview – A succinct vision of the intended experience.

EXPECTATIONS Learning Target(s)	EVIDENCE Assessment	EXPERIENCES Learning Plan

I. Expectations – Detailed descriptions of what students will know and be able to do.

Specifications	<i>I CAN</i> Statements
<ul style="list-style-type: none">••••••	<ul style="list-style-type: none">••••••

II. Evidence – How we (students, teacher, & others) will know that we reached our goals.

Performance Task	Other Assessment Evidence

III. Experiences–The learning plan--carefully selected to meet the needs of our students.

Strategies	Activities	Resources



Goal:

- Your task is _____
- The goal is to _____
- The problem or challenge is _____
- The obstacles to overcome are _____

Role:

- You are _____
- You have been asked to _____
- Your job is _____

Audience:

- Your clients are _____
- The target audience is _____
- You need to convince _____

Situation:

- The context you find yourself in is _____
- The challenge involves dealing with _____

Product, Performance, and Purpose:

- You will create a _____ in order to _____
- You need to develop _____ so that _____

Standards and Criteria for Success:

- Your performance needs to _____
- Your work will be judged by _____
- Your product must meet the following standards/ criteria _____

**From Understanding by Design Professional Development Workbook (2004) by Wiggins and McTighe*



G.R.A.S.P.S.

Content Area(s) = _____

MPS Learning Targets(s)

WI Content Standard(s)

For the Student:

For the Teacher:

Goal:

Role:

Audience:

Situation:

Product, Performance, or Purpose:

Standards and Criteria for Success:

**Adapted from the Understanding by Design Framework by Wiggins and McTighe*



G.R.A.S.P.S.

Frequently Asked Questions

1. What is a G.R.A.S.P.S.?

A G.R.A.S.P.S. is a performance task scenario designed to provide students and teachers information about student learning.

2. What is the history of G.R.A.S.P.S.?

Many of us are familiar with C.A.B.S. (Classroom Assessments Based on Standards). One concern from classroom teachers about writing C.A.B.S. has been the extensive length. C.A.B.S. are meant for larger unit designs, while G.R.A.S.P.S. are meant to assess along the way. The use of G.R.A.S.P.S. grew out of a desire to make the assessment design process more efficient. G.R.A.S.P.S. are often one page in length and user-friendly without watering down what is needed to get an accurate assessment of student learning. G.R.A.S.P.S. can and should be used along with C.A.B.S. and other quality assessments. In the book *Understanding by Design* (2005) Jay McTighe and Grant Wiggins discuss how to effectively use G.R.A.S.P.S. as a component of Stage Two in the UbD framework.

3. What does G.R.A.S.P.S. stand for?

G.R.A.S.P.S. is an acronym that stands for the framework of the performance task:

- G** Goal – state the task
- R** Role – state the job of the student for the task
- A** Audience – identify the target audience within the context of the scenario
- S** Situation – set the context of the scenario; explain the situation
- P** Product, Performance, or Purpose – clarify what the student will create and why he/she will create it
- S** Standards and Criteria for Success – State which criteria will be used, or identify other specific standards for success; student is provided with a clear pictures of success

4. How should G.R.A.S.P.S. be used?

G.R.A.S.P.S. should be used as a tool when designing a classroom performance task scenario. Teachers create performance tasks for the students as an opportunity for them to demonstrate what they know and are able to do in relation to a given concept or skill.



5. Do I have to do this?

As real world, authentic, and performance-based assessment tools, using G.R.A.S.P.S. is considered to be a best practice. G.R.A.S.P.S. can be used in conjunction with the K-8 SPS Guidelines and 9-12 portfolio guides. All students can benefit from this type of task as it is presented in a clear and cohesive manner.

6. Does it apply to my subject?

Yes, all content areas can benefit from using G.R.A.S.P.S. as they are classroom-based performance tasks. The framework of G.R.A.S.P.S. guides teachers' thinking as they create authentic assessments. G.R.A.S.P.S. are useful tools to integrate writing into all content areas. When assessing content along with skill (writing) make certain that two rubrics are used; one for the content and one for the skill. An existing G.R.A.S.P.S. can be changed/edited to fit the subject area and/or the needs of the group of students. Therefore, G.R.A.S.P.S. are excellent for differentiation.

TIPS FOR USING G.R.A.S.P.S. IN YOUR CLASSROOM

- G.R.A.S.P.S. can be used in all content areas.
- G.R.A.S.P.S. can and should be differentiated to meet students' needs and interests.
- Lead a discussion/explanation before the students begin working. Model an example of proficient work.
- Emphasize the background information and vocabulary necessary for students to understand in order to successfully complete the G.R.A.S.P.S.

TIPS FOR CREATING YOUR OWN G.R.A.S.P.S.

- G.R.A.S.P.S. can be as simple or complex as you make them.
- G.R.A.S.P.S. can be customized to fit all content areas.
- Trust the process; your comfort level will increase as you work with and create G.R.A.S.P.S.
- Make certain that the MPS Learning Targets available to reference while creating G.R.A.S.P.S.
- Vary the role the student; try to include cross-curricular experiences.
- Use real world (authentic) situations, not found solely in academic contexts. The idea is to focus on writing a G.R.A.S.P.S. to create a performance task scenario that is engaging, meaningful, and connected to what people do in the world outside of school settings.



Guidelines for Quality GRASPS

Directions

- ☐ Assessment is one page in length
- ☐ MPS Learning Targets(s) & WI Content Standard are listed
- ☐ All print is legible (font and size)
- ☐ All components are complete (G-R-A-S-P-S)
- ☐ A rubric is identified to assess task
- ☐ A comprehensive checklist is provided (if needed)
- ☐ Includes a self-assessment to promote self reflection
- ☐ Task is ready for publication (edited and properly formatted)

Yes

RUBRIC

Not Yet

- * All components are clearly written**
(*appropriately composed for intended audience*)
- * Task is plausible and authentic** (*connected to work people do and value in the real world*)
- * Task is accurately aligned to the demands of identified Learning Target(s)** (*example of target/method match*)
- * Task is creatively engaging** (*worthwhile and interesting*)
- * Task is developmentally appropriate** (*evidence of developmental and physiological considerations*)
- * Whenever possible, task is flexibly designed**
(*includes decision-making, reasoning, and choice*)
- * The criteria in the rubric are effectively aligned to the expectations of the task** (*valid measurement*)
- * As a group, the grade-level GRASPS offer a substantial and purposeful range** (*variety in genres, topics, audiences, and roles*)



Summative and Formative Writing Rubrics to Assess Students' Work



MPS Writing Rubric

4 ADVANCED / EXCEEDING

Ideas clearly communicated

Ideas well organized and elaborated

Author's personality appropriately imprinted on the writing task (voice)

Effective word choice; enriched vocabulary

Sentence fluency and variety

Minimal errors in capitalization, punctuation, grammar, usage, and spelling conventions do not interfere with fluency or comprehension

3 PROFICIENT

Ideas communicated

Ideas sufficiently organized and developed

Evidence of author's response to the writing task (voice)

Appropriate word choice; adequate use of grade-level vocabulary

Adequate sentence sense and minimal sentence errors

Occasional errors in capitalization, punctuation, grammar, usage, and spelling conventions may interfere with fluency, but not comprehension

2 BASIC

Ideas vaguely communicated

Ideas poorly organized or underdeveloped

Little evidence of personal relationship to the writing task (voice)

Occasional inappropriate or incorrect language; simple vocabulary

Simple sentence structure; some sentence fragments and run-ons

Inconsistent use of capitalization, punctuation, grammar, usage, and spelling conventions weaken sentence fluency and comprehension

1 MINIMAL PERFORMANCE

Ideas unclear or nonexistent

Ideas unorganized and undeveloped

Lack of personal relationship to the writing task (voice)

Generally inappropriate or incorrect language; minimal vocabulary

Lack of sentence sense; sentence fragments and run-ons

Consistently incorrect use of capitalization, punctuation, grammar, usage, and spelling conventions clearly interfere with fluency and comprehension

0 NOT SCORABLE

Blank, illegible, or does not address the prompt



MPS Writing Rubric - Formative

YES

NOT YET

- | | | |
|--------------------------|--|--------------------------|
| <input type="checkbox"/> | Ideas communicated | <input type="checkbox"/> |
| <input type="checkbox"/> | Ideas sufficiently organized and developed | <input type="checkbox"/> |
| <input type="checkbox"/> | Evidence of author's response to the writing task (voice) | <input type="checkbox"/> |
| <input type="checkbox"/> | Appropriate word choice; adequate use of grade-level vocabulary | <input type="checkbox"/> |
| <input type="checkbox"/> | Adequate sentence sense and minimal sentence errors | <input type="checkbox"/> |
| <input type="checkbox"/> | Occasional errors in capitalization, punctuation, grammar, usage, and spelling conventions may interfere with fluency, but not comprehension | <input type="checkbox"/> |

Feedback:



MPS K-2 Writing Rubric

4 **ADVANCED / EXCEEDING**

Conveys a clear message
Organized with apparent patterns
Author's personality clearly imprinted on the writing task
Correct word usage, including high frequency words
Correct sentence form—including spacing
Appropriate use of capitalization, punctuation and spelling conventions
Writing complements illustration (if present)

3 **PROFICIENT**

Conveys a message
Sufficiently organized
Evidence of author's imprint on the writing task
Appropriate word usage, including high frequency words
Adequate sentence form—including spacing
Developing use of capitalization, punctuation and spelling conventions
Writing corresponds to illustration (if present)

2 **BASIC**

Attempts to convey a message
Evidence of some organization
Little personal relationship to the writing task
Occasional appropriate word usage including high frequency words
Developing sentence form—including spacing
Developing use of capitalization, punctuation and spelling conventions
Writing connects to illustration (if present)

1 **MINIMAL PERFORMANCE**

Message unclear or nonexistent
Little to no evidence of organization
Generally lacking evidence of personal relationship to the writing task
Generally inappropriate or incorrect word usage
Lack of sentence form
Generally incorrect use of capitalization, punctuation and spelling conventions
Writing unrelated to illustration (if present)

0 **NOT SCORABLE**

Blank, illegible or does not address the prompt



MPS K-2 Writing Rubric - Formative

Pre-emergent through Developing

YES

NOT YET

- | | | |
|--------------------------|---|--------------------------|
| <input type="checkbox"/> | Conveys a message | <input type="checkbox"/> |
| <input type="checkbox"/> | Sufficiently organized | <input type="checkbox"/> |
| <input type="checkbox"/> | Evidence of author's imprint on the writing task | <input type="checkbox"/> |
| <input type="checkbox"/> | Appropriate word usage, including high frequency words | <input type="checkbox"/> |
| <input type="checkbox"/> | Adequate sentence form—including spacing | <input type="checkbox"/> |
| <input type="checkbox"/> | Developing use of capitalization, punctuation, and spelling conventions | <input type="checkbox"/> |
| <input type="checkbox"/> | Writing corresponds to illustration (if present) | <input type="checkbox"/> |

Feedback:



Glossary of Standards-Based Terms: Curriculum, Instruction, and Assessment

Ability – An educational aim that involves the whole person; is an integration of skills, behaviors, knowledge, values, attitudes, motives or dispositions, and self perceptions; is developmental and can be learned; can be assessed; transfers across settings; is continually re-evaluated and re-defined; is important to personal and/or professional situations in life; is appropriate to the mission/aims and educational philosophy of the institution or program *(Alverno College)

Academic Prompt – A form of assessment between an authentic performance task and a short-answer test or quiz. Academic prompts are open-ended written performance tests *(Wiggins, G. and McTighe, J.)

Academic Standards - Standards that specify what students should know and be able to do, what they might be asked to give evidence of standards, and how well they must perform. They include content, performance, and proficiency standards *(Wisconsin Department of Public Instruction—WI DPI)

Accountability - The obligation of reporting, explaining, or justifying standards, making them responsible, explicable, and answerable *(Reeves, D.)

Alignment - The process of linking content and performance standards to assessment, instruction and learning in classrooms *(Department of Defense--DOD Schools)

Alternate Assessment - IEP-based (Individual Educational Plan) assessment used in place of the WKCE at grades 4, 8 and 10 for some special needs students *(WI DPI)

Alternative Assessment - Any types of assessment in which students create a response to a question, as opposed to assessments in which students choose a response from a given list, such as multiple-choice, true/false, or matching. Alternative assessments can include short answer questions, essays, performance assessments, oral presentations, demonstrations, exhibitions and portfolios *(Michigan Curriculum Framework)

Analytic Scoring - Scoring method in which separate scores are given for specific aspects of the performance or product *(Adapted from Airasian, P.W.)

Anecdotal Record - A short, written report of an individual's behavior in a specific situation or circumstance *(Airasian, P.W.)

Assessment - An ongoing process aimed at understanding and improving student learning



Assessment FOR Learning – Assessments that we conduct throughout teaching and learning to diagnose student needs, plan our next steps in instruction, provide students with feedback they can use to improve the quality of their work, and help students see and feel in control of their journey to success. Assessments for learning happen while learning is still underway. On these occasions, the grading function is laid aside. This is not about accountability...this is about getting better *(Stiggins, R.)

Assessment OF Learning – Those assessments that happen to make statements of student learning status at a point in time to those outside the classroom, as when making student referrals or making decisions about programs *(Stiggins, R.)

Assignment - A particular task or job given to a student for a specific purpose * (Reeves, D.)

Authentic Assessment - Assessment that both mirrors and measures student performance in “real world” task and situations

Backward Design – A process to designing curriculum by beginning with the end in mind and designing toward that end *(Wiggins, G. and McTighe, J.)

Balanced Assessment Model - An assessment model using a variety of assessment methods and processes to determine student progress toward reaching predetermined outcomes *(Stiggins, R.)

Benchmark - The designated points at which a student’s performance can be measured on the way to becoming proficient in a standard

Best Practice – Serious, thoughtful, informed, responsible, state-of-the art teaching *(Zemelman, S., Daniels, H., and Hyde, A.)

Big Idea – In Understanding by Design, the core concepts, principles, theories, and processes that should serve as the focal point of curricula, instruction, and assessment. Big ideas are important and enduring. Big ideas are transferable beyond the scope of a particular unit *(Wiggins, G. and McTighe, J.)

Bloom’s Taxonomy - A hierarchical listing of learning levels, from basic to challenging (knowledge, comprehension, application, analysis, synthesis, evaluation) *(Anderson, L. and Krathwohl, D.)

Checklist - A written list of performance criteria associated with a particular activity or product on which an observer marks the pupil’s performance on each criterion using a scale using a scale that has only two choices *(Airasian, P.W.)

CABS - (Classroom Assessments Based on Standards) Classroom assessments aligned to the Milwaukee Public Schools’ Learning Targets; these assessments are developed, adopted, or adapted, then administered and assessed with the purpose of providing specific, meaningful, and timely feedback designed to improve student performance *(Milwaukee Public Schools)



Classroom-Based Assessment – Ongoing assessment by the teacher of student learning during the course of instruction in the school *(WI DPI)

Code-Switching – A person’s change from one language or language variety to another during spoken or written communication, as from Spanish to English in a bilingual setting, or from a formal to a casual style of speech
*(WI DPI)

Cognitive Demand – The type of cognition required of the student defined in Bloom’s Taxonomy of the Cognitive Domain; reflects a classification of thinking rather than a sequential hierarchy *(Washington State)

Comprehensive Literacy Framework - A conceptual framework utilized for the development of instructional design that integrates reading, writing, listening, speaking, language, technology, and research across all content areas to promote critical thinking and learning *(Milwaukee Public Schools)

Concept - An abstract idea that points to a larger set of understandings, (e.g., peace, democracy, culture, power, nationalism, imperialism, war, etc.) *(Reeves, D.)

Consensus Map – In curriculum mapping, the projected roadmap a group of educators agrees to after examining and discussing both diary and district maps. Consensus maps usually contain resources, content, skills, and assessments. They are often mapped out by using a calendar. *(Adapted from Hayes Jacobs, H.)

Concurrent Validity Tests - Comparison of district-wide tests (involving a sample of students) with the Standards Achievement Report for those students. If the teacher-designed assessments are based on the same standards of performance as the district assessments, the results should be consistent in a high percentage of cases. Any disparities should be investigated *(Reeves, D.)

Constructed Response - Test items on which students must provide an answer (short answer, explanation of the process for determining the answer, etc.) in contrast with items (known as selected response or multiple-choice) on which students choose from among answers provided. Some psychometricians say that selected response items are preferable because they are scored by machine and the results are therefore more reliable. Others, however, believe constructed response items are a better test of what students can actually do *(ASCD)

Content - Information or essential meaning students need to know in a given standard or component of a standard in a course of study *(Reeves, D.)

Content Standards - Statements that define what students should know and be able to do in various subject areas and at different points in their education

Context - Circumstances in which a particular event occurs; background information or structure to help make sense of new information *(Reeves, D.)



Convention – An accepted practice in spoken or written language; custom or rules of behavior in a community *(WI DPI)

Cooperative Learning – Classroom activities in which students work together to achieve their individual learning goals *(WI DPI)

Criteria - A collection of qualitative descriptors of what is expected in a performance *(Alverno College)

Criterion-Referenced Grading - Determining the quality of a pupil's performance by comparing it to pre-established standards of mastery *(Airasian, P.W.)

Curriculum - The skills, performances, attitudes, and values pupils are expected to learn from schooling; includes statements of desired pupil outcomes, descriptions of materials, and the planned sequence that will be used to teach pupils *(Airasian, P.W.)

Curriculum Map - A communication tool used to show what knowledge, skills and concepts and assessments are included in students' actual learning experiences *(Adapted from Hayes Jacobs, H.)

Diary Map – In curriculum mapping, an individual log of what actually happened in the classroom; the basic components of a diary map include content, skills, and assessments *(Adapted from Hayes Jacobs, H.)

Declarative Knowledge – Factual knowledge available to be used by a learner *(WI DPI)

Differentiation – Attending to the learning needs of a particular student or small group of students rather than the more typical pattern of teaching the class as though all individuals in it were basically the same. The goal of a differentiated classroom is maximum student growth and individual success *(Tomlinson, C.)

Directions - A set of instructions that tells students what to do to complete a specific task

Disposition – (Learning) targets that reflect attitudes and feeling states, such as “I like to write.” They represent important affective goals we hold for students as a byproduct of their educational experience, and as such, are not assessed for the purposes of grading *(Stiggins, R.)

District Map – In curriculum mapping, the recommended curriculum--often written in the form of standards and benchmarks. District maps include content skills, and assessments *(Adapted from Hayes Jacobs, H.)

Enduring Understanding – The specific inferences, important ideas, or core processes that are central to a discipline and transferable to new situations; enduring understandings have lasting value beyond the classroom *(Wiggins, G. and McTighe, J.)



Engaging Scenario - The “hook” in a performance assessment designed to attract and hold student interest that sets the context for the set of tasks *(Reeves, D.)

Entry Question – A simple, thought-provoking question that opens a lesson or unit. It often introduces a key idea or understanding in an accessible way. Effective entry questions spur discussion about a common experience, provocative issue, or perplexing problems, as a lead-in to the unit and essential questions *(Wiggins, G. and McTighe, J.)

Essay – A relatively brief literary composition usually in prose, giving the author’s views on a particular topic *(Harris, T. and Hodges, R.)

Essential Question – A question that lies at the heart of a subject or a curriculum (as opposed to being either trivial or leading), and promotes inquiry and uncoverage of a subject. Essential questions thus do not yield a single straightforward answer (as a leading question does) but produce different plausible responses, about which thoughtful and knowledgeable people may disagree *(Wiggins, G. and McTighe, J.)

Evaluation – Making judgments about the quality of student achievement over a period of time, primarily for the purpose of communicating about student achievement *(O’Connor, K.)

Exemplar - Typical or representative; worthy of being imitated; term used to represent proficient student work *(Adapted from Reeves, D.)

Exhibitions - Demanding projects designed and conducted by high school seniors in schools that are members of the Coalition of Essential Schools. TheodoreSizer, founder of the coalition, proposed the notion of exhibitions in his book *Horace's Compromise*. Noting that students in 19th century New England secondary schools were expected to present evidence of their learning as a requirement for graduation, he suggested that a similar procedure could make modern high school education more meaningful *(ASCD)

Externality – Achievement of distance from classroom learning experiences by various degrees *(Alverno College)

Facet of Understanding – A way in which a person’s understanding manifests itself. Understanding by Design identifies six kinds of understanding: self-knowledge, empathy, application, perspective, interpretation, and explanation *(Wiggins, G. and McTighe, J.)

Feedback - Information provided by a teacher, peer or other on a person’s performance in relationship to criteria, with the purpose of improving future performance *(Alverno College)

Feedforward – To employ effective feedback to improve the teaching and learning process; feedback is not valuable until the learner uses it to improve the next performance, and the teacher uses it to guide future instructional decisions *(Adapted from Davies, A.)



Formative Assessment - Assessment for the purpose of learning

Genre of Performance – A type or category of intellectual performance or product *(Wiggins, G. and McTighe, J.)

Grammar – A linguistic description of some language—a set of statements saying how a language works *(Langacker, R. in Harris, T. and Hodges R.)

GRASPS – In Understanding by Design, GRASPS are performance tasks found in Stage II. GRASPS is an acronym that stands for Goal, Role, Audience, Situation, Performance or Product, and Standards for Success. They are meant to be authentic, engaging experiences aligned to Stage I. (Identified Learning Goals) *(Adapted from G. Wiggins and J. McTighe).

Holistic Scoring - A scoring method in which a single score is given to represent the overall quality of the essay across all dimensions *(Airasian, P.W.)

Interdisciplinary - Involving the integration or joining together of two or more branches of learning, i.e., history and English; science and art; math, music and physical education, etc. *(Reeves, D.)

Information Literacy – The ability to access, evaluate, and use information from a variety of sources *(WI DPI)

Integrated Curriculum – A curricular organization intended to bring into close relationship the concepts, skills, and values of separately taught subjects to make them mutually reinforcing *(Harris, T. and Hodges, R.)

Instruction – Classroom techniques and strategies of teachers, both planned and spontaneous, which foster student learning *(WI DPI)

Inter-Rater Reliability - A term used to describe the relationship of the scores (ratings) between and among two or more judges (raters). This can be computed in a variety of ways from simple correlations to percentage of agreement. The larger numbers indicate a greater degree of agreement *(Reeves, D.)

Iterative – Requiring continual revisiting of earlier work; an iterative approach is thus the opposite of linear or step-by-step processes *(Wiggins, G. and McTighe, J.)

Learning Targets - Standards-based, grade-specific statements of what students should know and be able to do in various content areas *(Milwaukee Public Schools)

Learning Team – A team comprised of individuals at the school community who are selected and prepared to collect and interpret data to inform the school’s educational plan, provide support to teachers, enable professional development embedded at the school site for all school personnel, and help create positive conditions in the school context for teachers’ and students’ learning *(Milwaukee Public Schools)



Literacy Coach – A highly trained, school-based teacher who engages colleagues in collaborative problem solving and inquiry-oriented conversations in order to change instructional practices that improve student achievement *(Lyons, C. and Pinnell, G.)

Literacy Specialist – A highly trained district support teacher who provides training and models coaching strategies for literacy coaches *(Milwaukee Public Schools)

Metacognition – The ability to be conscious of and, to some degree, control over one’s own thinking. Educators have come to use the prefix “meta” to refer to the application of a process to the process itself. (For example, meta-analysis is analysis of a large number of research studies on a particular topic.) In this case, cognition is thinking, so metacognition means thinking about one’s own thinking. You are using metacognition when you can track your progress is solving a multi-step problem or when you realize that you have been looking at a page in a book without following the meaning and backtrack until you find the place where your mind began to wander *(ASCD)

Modeling - Teaching methods and resources that serve as an example for imitation and comparison (Reeves, D.)

Multiple Measures – Assessment that measures student performance in a variety of ways. Multiple measures may include standardized tests, teacher observations, classroom performance assessments, and portfolios *(WI DPI)

Needs Assessment – A broad-based appraisal of objectives and conditions in a particular situation as they interrelate; an attempt to relate goals to existing strengths, weaknesses, and feasible changes *(Harris, T. and Hodges, R.)

On-Demand Assessment – Measurement of learning, the timing of which is determined by the teacher, administrator, district, or state rather than as an ongoing component of the instructional process *(WI DPI)

Open-Ended - Question or task with no single “right” answer. Allows responses from multiple perspectives, understandings, and experiences *(Reeves, D.)

Outcome - Describes what a student will be able to do with what she knows in personal, professional, and/or academic contexts as a result of a set of learning experiences *(Alverno College)

Pedagogy – The art, science, or profession of teaching; instructional strategies and activities *(WI DPI)

Performance Assessment - Direct, systematic observation of an actual student performance or examples of student performances and rating of that performance according to pre-established performance criteria

Performance Standards - Explicit definitions and concrete examples of how well students are expected to learn the material represented by content standards



Performance Task - An authentic, meaningful task that requires the students to synthesize knowledge and skills learned apply them to construct a response, create a product and/or performance that demonstrates understanding *(DOD Schools)

Portfolio - A well-defined, purposeful collection of pupil products or performances that shows pupil achievement of particular skills over time *(Adapted from Airasian, P.W.)

Prerequisite Knowledge and Skill – The knowledge and skill required to successfully perform a culminating performance task or achieve a targeted understanding *(Wiggins, G. and McTighe, J.)

Process Writing – A writing instruction model that views writing as an ongoing process and in which students follow a given set of procedures for planning, drafting, revising, editing, and publishing their writing *(Harris, T. and Hodges, R.)

Product – The tangible and stable result of a performance and the processes that led to it *(Wiggins, G. and McTighe, J.)

Professional Learning Community (PLC) – An organization whose membership strives to embody the following characteristics; a shared mission, vision, and values; collective inquiry; collaborative teams; action orientation and experimentation; continuous improvement; and results orientation *(Adapted from DuFour, R. and Eaker, R.)

Proficient - The level of performance students must meet to demonstrate competency in a particular standard or set of standards *(Reeves, R.)

Proficiency-Based Learning - A learning model in which student achievement is measured in relation to specific standards and outcomes *(CESA #1)

Proficiency Standards - Standards that describe the quality of student work in relation to a content standard (i.e. minimal, basic, proficient or advanced) *(CESA #1)

Projected Map - In curriculum mapping, the planned roadmap; projected maps usually content, skills, assessments, strategies, differentiated needs, and resources. They are often mapped out by using a calendar. *(Adapted from Hayes Jacobs, H.)

Recursive Processes – Characterized by moving back and forth through a document in either reading or creating it, as new ideas are developed or problems encountered. In creating a written composition, moving back and forth among the prewriting, drafting, revising, and editing phases of writing *(WI DPI)

Reflection – The process of thinking about one's practice and experiences, whether by internal musing, dialogue, or expressive writing, as in a journal *(WI DPI)



Reliability - The extent to which an assessment consistently assesses whatever it is assessing; if an assessment is reliable, it will yield the same or nearly the same information on reassessment *(Airasian, P.W.)

Resultant Knowledge and Skill – Knowledge and skill that are meant to result from a unit of study. In addition to the targeted understanding, teachers identify other desired outcomes (for example, “skill in listening”) *(Wiggins, G. and McTighe, J.)

Rubric - An established set of criteria for scoring or rating students’ performance on tests, portfolios, writing samples, or other performance tasks

Scaffolding - Instructional strategy used to offer students a system of support (e.g., a vocabulary list of definitions, a visual example showing how to design a word web, the use of both visual and verbal directions, etc.) for achieving competence in the learning task * (Reeves, D.)

SCANS (Secretary's Commission on Achieving Necessary Skills) Report - A report issued in 1991 by the Department of Labor identifying the knowledge, skills, and abilities that future workers would need to succeed in entry-level jobs. Competencies listed in the SCANS report included basic skills (reading, writing, mathematics, listening, and speaking), thinking skills (creative thinking, decision making, problem solving, visualizing symbols, reasoning, and knowing how to learn), and personal qualities (responsibility, self-esteem, sociability, self-management, and integrity). The SCANS 2000 Center at Johns Hopkins University continues to promote the teaching of these skills in elementary, middle, and secondary schools *(ASCD)

Scenario – An outline or dramatic plot or situation *(Reeves, D.)

Selected Response - Preferred by some testing specialists over the more common term "multiple choice" because it is more specific and contrasts with "constructed response," meaning items that require the student to provide an answer *(ASCD)

Self-Assessment - The process of doing a systematic review of one’s own performance, usually for the purpose of improving future performance

Six Trait Writing – A research-based writing model that assesses student performance in each of the six main components (traits) of writing. Through the use of the Six Trait Model, teachers are able to assess specific strengths and weaknesses in students’ writing, and plan instruction accordingly. Students are provided effective feedback that allows them to improve their writing by using purposeful revision and editing strategies. The six components of the model are: ideas, organization, voice, word choice, sentence fluency and variety, and conventions *(Adapted from Spandel, V.)

Sizing-up Assessments - Assessments used by teachers in the first weeks of school to get to know pupils so that they can be organized into a classroom society with rules, communication and control *(Airasian, P.W.)



Specifications for Learning Targets - Detailed information that describes what students are expected to know and do to achieve a Learning Target including the range of concepts, ideas, and skills; the size or quantity of number, words and elements; specification are the “teachable components” of the Learning Targets *(Milwaukee Public Schools)

Spiral Curriculum – A curriculum designed to present important concepts, skills, topics, etc., for additional, more complex study at successive levels of student maturity *(Harris, T. and Hodges, R.)

Standard - Defines the level of skill students must demonstrate on the learning outcome

Standard American English – That variety of American English in which most educational texts, government, and media publications are written in the United States *(Harris, T. and Hodges, R.)

Standardized Tests – Assessments that are administered and assessed in exactly the same ways for all students. Traditional standardized tests are typically mass-produced and machine-assessed and are designed to measure skills and knowledge that are thought to be taught to all students in a fairly standardized way. Performance assessments can also be standardized if they are administered and assessed in the same way for all students. Standardization is an important consideration if comparisons are to be made between scores of different individuals or groups *(Michigan Curriculum Framework)

Standards Achievement Report (SAR) - One type of scoring guide designed to replace the traditional report card, consisting of the rubric (e.g., for English Language Arts, “read and recognize literature as an expression of human experience”), a description of the Performance Standard (e.g., 4=exemplary, 3=proficient, 2=progressing, 1= not meeting the standards), teacher and parent comments and a plan for meeting the standard *(Reeves, D.)

Strategy – A practiced but flexible way of responding to recognizable contexts, situations, or demands. Because no single study technique or writing process is best for all students, effective teachers design tasks to help every student to acquire a range of strategies and to learn how to choose and apply those that best fit their needs and the literacy situation at hand *(WI DPI)

Summative Evaluation - The final evaluation, usually quantitative in practice, of the degree to which the goals and objectives of a program have been attained *(Harris, T. and Hodges, R.)

Teacher Self-Assessment - The process of making decisions about one’s own teaching performance based on evidence and reflection *(Airasian, P.W.)

Test - A formal, systemic procedure for obtaining a sample of pupils’ behavior; the results of a test are used to make generalizations about how pupils would perform on similar but untested behaviors *(Airasian, P.W.)



Transferability – The ability to use knowledge appropriately and fruitfully in a new or different context from that in which it was initially learned *(Wiggins, G. and McTighe, J.)

Understanding – An insight into ideas, people, situations, and processes manifested in various appropriate performances. To understand is to be able to make sense of what one knows, to be able to know why it's so, and to have the ability to use it in various situations and contexts *(Wiggins, G. and McTighe, J.)

Uncoverage – A teaching approach that is required for all matters of understanding. To “uncover” a subject is to do the opposite of “covering” it, namely to go into depth *(Wiggins, G. and McTighe, J.)

Usage – The linguistic forms and expressions considered to be correct by a discourse community *(WI DPI)

Validity - A reflection of the intended measure. Validity means that we are assessing what we think we are assessing *(Adapted from Reeves, D.)

Writers' Workshop – A curricular unit of school time during which students plan, draft, revise, edit, and collect their written work, often involving peer collaboration and teacher conferences *(WI DPI)

Writing to Learn – Using writing as a means of exploring, clarifying, and expressing knowledge and concepts as students read, view, and listen; writing across the curriculum *(WI DPI)

WKCE-CRT - Wisconsin Knowledge and Concepts Examination Criterion-Referenced Test *(WI DPI)

WSAS - Wisconsin Student Assessment System *(WI DPI)

Zone of Proximal Development – The distance between a child's actual development level as determined through independent problem solving and (his or her) potential development (level) as determined through problem solving under adult guidance or a collaboration with more capable peers *(Vygotsky, L. in Harris, T. and Hodges, R.)

*Resource: Weins, M.S. (1998). “A is For Assessment and Accountability.”
Research in Developmental Education, Volume 15, Issue 2.*

* Indicates source other than Weins.