



AYA Educational Institute

Mid Semester Fall Progress Report

Class Name: Writing With Purpose
August-June 2010-2011

Student Name: Tayvon Snowden

Teachers: Wekesa O. Madzimoyo / Aya Maat

	Criteria				Points
	4	3	2	1	
Attendance / Promptness	Student is always prompt and regularly attends classes.	Student is late to class once every two weeks and regularly attends classes.	Student is late to class more than once every two weeks and regularly attends classes.	Student is late to class more than once a week and/or has poor attendance of classes.	__4__
Level Of Engagement In Class	Student proactively contributes to class by offering ideas and asking questions more than once per class.	Student proactively contributes to class by offering ideas and asking questions once per class.	Student rarely contributes to class by offering ideas and asking questions.	Student never contributes to class by offering ideas and asking questions.	__4__
Listening Skills	Student listens when others talk, both in groups and in class. Student incorporates or builds off of the ideas of others.	Student listens when others talk, both in groups and in class.	Student does not listen when others talk, both in groups and in class.	Student does not listen when others talk, both in groups and in class. Student often interrupts when others speak.	__4__
Behavior	Student almost never displays disruptive behavior during class.	Student rarely displays disruptive behavior during class.	Student occasionally displays disruptive behavior during class.	Student almost always displays disruptive behavior during class.	__4__
Preparation	Student is almost always prepared for class with assignments and required class materials.	Student is usually prepared for class with assignments and required class materials.	Student is rarely prepared for class with assignments and required class materials.	Student is almost never prepared for class with assignments and required class materials.	__3__
				Average---->	__3.8__



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Key information and skills	Beginning Writer 1	Developing Writer 2	Commendable Writer 3	Exemplary Writer 4	Score
Writing	<ul style="list-style-type: none"> • Topics or overall plans may not be clearly present. • Introductions or conclusions may be awkward, or abrupt • Possible digressions or elaborations confusing the reader • Some transitions • Key elements may be unevenly developed or omitted • Details used inconsistently • Restricted elaboration of one main point • Mechanical errors, some minor errors, some major, which may confuse the reader • May use or try to use one of the relevant “writers craft” techniques . 	<ul style="list-style-type: none"> • Controlling topics, ideas, or overall plans, are always present, but do not focus on the writing task • Introductions and endings may sometimes be awkward or not well thought out • Transitions are typically logical but may lack depth and or direct relevance • Uses one or two of the “writers” craft techniques 	<ul style="list-style-type: none"> • Generally well organized according to definite goals, plan, and type of essay. • Topics or ideas generally clear. • Typically clear introductions and conclusions • Most transitions smooth and logical • Details generally varied, vivid; examples and metaphors sometimes appropriate • Most details consistent with type of essay and overall plan • In each essay, at least one point is fully elaborated • Mechanical Errors do not confuse the reader, • Uses several of relevant “writers-craft” techniques 	<ul style="list-style-type: none"> • Unified, focused compositions with strong introductions and conclusions • Topic or ideas consistently clear, no digressions • Transitions typically smooth and logical • Details varied, vivid relevant to the type of writing • Details consistently support logic or idea and type of essay assigned • Points are often extensively elaborated • Uses or attempts to use many of “writers-craft” techniques 	2
Outlining	<ul style="list-style-type: none"> • No evidence of brainstorming with Mind-mapping or other technique to allow for free association of ideas stimulated by topic • There are major errors in following the guidelines for formal outlining. 	<ul style="list-style-type: none"> • Little evidence of brainstorming with Mind-mapping or other technique to allow for free association of ideas stimulated by topic • The majority of the student’s outline follows guidelines for formal outlining. 	<ul style="list-style-type: none"> • Some evidence of brainstorming with Mind-mapping or other technique to allow for free association of ideas stimulated by topic • Student’s work follows basic guidelines for formal outlining. 	<ul style="list-style-type: none"> • Brainstorms with Mind-mapping or other technique to allow for free association and generation of many ideas stimulated by topic • Student’s work reflects a thoughtful and accurate understanding of formal outline. 	2

Research (where needed)	<ul style="list-style-type: none"> • Some basic information included. 	<ul style="list-style-type: none"> • Some critical Information included from at least 3 sources (per subject). 	<ul style="list-style-type: none"> • Critical information from at least 5 sources (per subject) using varied searching themes. 	<ul style="list-style-type: none"> • Critical information from more than 5 sources. Used varied searching themes within different search engines. • Uses electronic and non-electronic sources where applicable 	NA
Presentation s	<ul style="list-style-type: none"> • Poor presentation of critical information on the subject. • Rarely uses or thinks through multimedia to augment the presentation • Rarely supplements presentation with additional audience notes references • Creativity to engages the audience awkward or non existent 	<ul style="list-style-type: none"> • Incomplete presentation of critical information on the subject. • Uses little multimedia to augment the presentation • Rarely supplements presentation with additional audience notes references • Shows little creativity in attempt to engages the audience. 	<ul style="list-style-type: none"> • A mostly complete presentation of critical information on the subject. • Uses some multimedia to augment the presentation • Most times supplements presentation with additional audience notes references • Creatively engages the audience. 	<ul style="list-style-type: none"> • A complete presentation of critical information on the subject • Uses multimedia sources (sound, images, design) suited to content and purpose. • Supplements presentation with additional audience notes or references • Creatively engages the audience 	NA
Grammar	<ul style="list-style-type: none"> • Routinely ignores grammar and punctuation rules • Shows a poor understanding of them in usage 	<ul style="list-style-type: none"> • Is mindful grammar and punctuation rules • Shows an average understanding of them in usage 	<ul style="list-style-type: none"> • Is very mindful of grammar and punctuation rules • Shows an above average understanding of them in usage 	<ul style="list-style-type: none"> • Uses grammar and punctuation rules to help make their writing powerful and easy to understand 	2
Vocabulary	<ul style="list-style-type: none"> • Shows an average interest in expanding vocabulary • Rarely uses new words in writing • Rarely completes vocabulary 	<ul style="list-style-type: none"> • Shows an average interest in expanding vocabulary • Sometimes times uses new words in writing • Sometimes completes vocabulary 	<ul style="list-style-type: none"> • Shows an above average interest in expanding vocabulary • Often times uses new words in writing • Completes most vocabulary 	<ul style="list-style-type: none"> • Shows a keen interest in expanding vocabulary • Almost always find ways to use new words in writing regularly • Completes all vocabulary 	2

			homework	homework	
Assignments	<ul style="list-style-type: none"> • Assignments often turned in late or incomplete. Missing assignments. 	<ul style="list-style-type: none"> • Most assignments turned in complete and on time. 	<ul style="list-style-type: none"> • Most assignments turned in complete and on time with high quality. 	<ul style="list-style-type: none"> • All assignments turned in complete and on time. Work often exceeds expectations. 	2
Tests	<ul style="list-style-type: none"> • Beginning (Below 75) 	<ul style="list-style-type: none"> • Developing (75-84) 	<ul style="list-style-type: none"> • Commendable (85-92) 	<ul style="list-style-type: none"> • Exemplary 93-100 average) 	2
Link to Course Assignment page	http://ayaed.pbworks.com/w/page/30072510/WWP-Assignments%202010				
Average Score					2

Written by Wekesa O. Madzimoyo / AYA Educational Inst. / Last updated 11/08/2006.

Teacher Comments:

Tayvon,

I love having you in class. I miss you when you're not here. I love that way you work through the transitions from place to place while staying pretty-much focused on the work at hand.

You are also a very big help during class discussions as you freely ask for help and give it. You also are not shy about stating your opinion or guessing. Your high participation is reflected in your 3.8 score.

You are a developing writer. It's clear that you have a lot to say, and I believe the world needs to hear it. You'll need to spend more time understanding exactly what the assignment requires, then brainstorm, preferably with mind-maps, then write your best first draft. Step away, do something else, then go back to it to check if you're really saying what you want to say – that all your major points are in there. Then, look to see how many of the writers craft techniques for that type of essay or lesson did you attempt. That will probably mean you'll have to look at your notes or back at the lesson. Add or change as needed. Next you need to check for grammar, punctuation and spelling. Just do your best and forget the rest. Our goal is to have your writing catch up with the powerful ideas and goals that you have.

Sincerely, Wekesa O. Madzimoyo, Instructor

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