

THE FOREMAN

Performance Standard 3B.J

Each student will write an expository theme on a topic chosen by the teacher or selected through a class activity such as brainstorming. The paper will be graded for focus, support, organization, and integration, using the ISAT Writing Rubric, and the results will be totaled to determine the student's performance accordingly:

- *Focusing the paper:* develop an opening (may or may not include specific preview) through the use of effective strategies (e.g., anecdotes, quotations, definitions, personal appeals); develop the Focus inductively; write purposefully; maintain logic throughout; develop effective closing which relates to the opening and unifies the writing (e.g., invite exploration, raise relevant questions).
- *Supporting major points:* develop and support points through specific detail; use multiple strategies (e.g., explanation, evidence and example), enhance specificity through word choice.
- *Organizing the paper:* organize structure in a clear, appropriate, and effective manner; organize paragraphs appropriately and purposefully; demonstrate coherence and cohesion with effective and varied devices; present and interrelate points; produce cohesion through varied sentence structure and word choice.
- *Using conventions:* demonstrate mastery of sentence construction, basic subject/verb agreement, and basic punctuation and capitalization; use few invented spellings of uncommon words; evidence few major errors in proportion to amount written.
- *Developing a well-integrated paper:* develop for grade level; develop Focus; develop Support; identify and develop lines of reasoning throughout.

Procedures

1. *In order to compose well-organized and coherent writing for specific purposes and audiences (3B)*, students should experience sufficient learning opportunities to develop the following:
 - Organize around a structure appropriate to purpose, audience, and context.
 - Compose a clear thesis/claim that contains the main idea in an essay.
 - Communicate the intended message.
 - Elaborate ideas.
 - Employ appropriate editing and revision strategies.
 - Evaluate and demonstrate the use of figurative language.
 - Critique word and/or technique choices.
 - Publish writing using an appropriate format.
2. Have students review and discuss the assessment task and how the rubric will be used to evaluate their work.
3. Each student will be familiar with the requirements for focus, support, organization, and integration as presented in the ISAT Writing Rubric.
4. Each student will be familiar with the techniques of editing and proofreading.
5. Each student will be familiar with the format for the finished document.
6. Prior to the assessment, each student should have written several practice themes to develop familiarity with editing/proofreading and formatting techniques.
7. Assign the writing of an expository theme. The topic may be teacher-selected, the class may brainstorm a topic, or the sample topic (included) may be used.
8. Each student will be given time to revise, proofread, and edit his/her work before submitting it for evaluation.
9. Evaluate each student's performance using the ISAT Writing Rubric. Add each student's scores to determine the performance level.

Examples of Student Work follow

Time Requirements

- One class period for writing the draft of the theme
- One class period to revise, edit, and format the pages

Resources

- Writing materials, including available technology
- Copies of the writing prompt
- ISAT Writing Rubric

THE FOREMAN

Persuasive

Sample Writing Prompt:

You are a foreman for a company which employs several hundred people. Among the people working for your company is a person who has been your best friend for as many years as you can remember. Your best friend (you supply his/her name) works under your direct supervision. To your amazement you have discovered that your friend is stealing supplies from the company. This practice has been going on for some time, but the amount of money is not very large, no more than a few hundred dollars at the present time. One of your tasks as foreman is to write an evaluation report on each person you supervise. The time for the annual evaluation report is only three days away. You must decide whether you are going to turn in your best friend to the supervisor and watch him/her be fired and possibly prosecuted for theft. You know that if you do not turn in your friend and the supervisor finds out about the thefts and your knowledge that this has been going on for a while, you may be fired and even prosecuted as an accomplice to the thefts.

Your task is to analyze this situation and write down what you intend to do to resolve this problem. What will you do with the information you have discovered about your friend? Why will you take the action you have described? What may the consequences be? Will you report your friend's theft or keep quiet and hope the supervisor does not find out? Is another solution to this problem possible? If you have any alternative ideas about how to handle the problem, you may include them in your explanation of what action you will take in this situation.

THE FOREMAN

NAME _____ DATE _____

- | | |
|--|---|
| <input type="checkbox"/> Exceeds 28 - 32 total points
<input type="checkbox"/> Meets 21 - 27 total points | <input type="checkbox"/> Approaches 15 - 20 total points
<input type="checkbox"/> Begins 6 - 14 total points |
|--|---|

NOTE: Use the state's writing rubric in appendix A for this assessment.

	Focus	Support	Organization	Conventions	Integration
6					
5					
4					
3					
2					
1					

MAJOR AND MINOR ERRORS

SENTENCE CONSTRUCTION

Major Errors

- Incorrect subject/verb agreement
- Run-on
- Fragment
- Omitted words that interfere
- Incorrect usage
- Incorrect use of common words
- Incorrect pronoun reference
- Confusing tense shifts

Minor Errors

- Incorrect use of connectors between clauses
- Omitted words that do not interfere

USAGE

Minor Errors

- Commas in a series, for opening or clauses
- Awkward or odd use of words/phrases, but meaning still clear
- Homonyms (its/it's, there/their/they're, to/two/too)

SPELLING

Major Errors

- Misspelled common words (same misspelled word considered once)

Minor Errors

- Inventive spellings for unusual or less frequently used words

PARAGRAPH FORMAT

Major Errors

- Using titles to delineate paragraphs
- Numbering paragraphs

Minor Errors

- Inconsistent separation of paragraphs

PUNCTUATION/ CAPITALIZATION

Major Errors

- Omission of initial caps
- Common proper nouns
- Missing/incorrect end punctuation
- Missing or misplaced apostrophes

Minor Errors

- Periods for abbreviations

THE FOREMAN

We have all heard the story of King Solomon, who was called the smartest and wisest man in the world. He was faced with many decisions about people who had done wrong and he always came up with wise solutions. Now I have a decision to make concerning a good friend of mine and I can only hope that I can be as wise as Solomon.

I have noticed for a period of time that a certain friend of mine, whom I work with, has been stealing money from the company. He has not taken a lot of money but enough to be noticed. I met with him today pertaining to this matter and brought to his attention I had noticed some money being taken in small amounts and that I knew he was the one that had taken the few hundred dollars from the company. Then I told him that if I had noticed this problem, then our head foreman could also notice the money missing too. Both of our jobs would be jeopardized because of his mistake. I also brought to his attention that our head foreman was going to be doing an evaluation on everyone's performance and character in a few days.

Then I started pushing him to reimburse the company so that neither one of us would get into trouble. If he should choose not to reimburse the company, I would have to turn him in for my own sake of losing my job. I know my perspective may sound a little selfish, but my job is far more important to me than his friendship because it pays the bills and puts food on the table for my family. Plus if he is truly the friend he tells me that he is, then he will do the right thing and pay the company back the three hundred dollars.

Even though we have been friends for a while, I still have to put my priorities first. If he chooses the wrong decision in this matter it will jeopardize not only his job but also our friendship.

My friend and co-worker Josh has been stealing from the company where I work. As his foreman, I have a legal obligation to my superiors to report this fraud. However, my best friend's job and possibly his freedom are on the line. Ultimately I have two choices. I can either turn in my friend or turn my head and cover for him. Is my integrity worth giving up for a friend, or are a few hundred dollars worth a man's career?

First, I will call Josh and arrange a meeting with him. In order to be fair, I should at least hear his point of view and give him a chance to explain or defend his actions. If he obviously shows no sign of remorse or penitance for the crime that he has committed, then I will have no choice but to give a full report to the supervisor. However, if Josh admits that he made a mistake and is willing to pay back all that he stole, then I will consider another option. Josh and I will put the money back into the account from which it came, we will not tell anyone, and I will keep a watchful eye on Josh to make sure he never steals from the company again. The wrong is made right, my friend keeps his job, and everyone is happy. I realize that if word gets out to the public that I aided a criminal, I could be charged as an accomplice to a thief. If Josh and I are the only two that ever know about the whole operation, then the chances of anyone ever discovering the truth about our endeavors are small enough to justify

taking a risk for a friend.

Is hiding an illegal action for a lifelong friend in order to spare his wife and children the pain of seeing their husband and father locked up because he tried to put some extra food on the table immoral? If all the stolen money is replaced and the culprit has been scared enough to learn not to take what is not his, is covering up for a thief immoral? Perhaps I am making a mistake in offering my friend a chance to right his wrong, but I would much rather error on the side of grace than hostility.