

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

**Lesson 4: ASSESSMENT. Reading-Writing Worksheet J**

Recommended Levels: II, III

## Assessment Checklist

**Directions:** Once you have written your letter, review each point below.

### I. Content

*Purpose.* Does the letter address the essay's theme—describing how a work of literature somehow changed the reader's view of the world or self?

*Audience.* Does the reader demonstrate a knowledge of his or her audience? In other words, is the writer addressing the author and not the teacher?

*Supporting Details.* Does the letter provide explanations or examples, anecdotes or other specific details to support the reader's point of view?

### II. Reader Response/Originality and Expression

Does the reader dialogue with the author rather than summarizing the book's plot or analyzing literary elements within the book?

Does the reader relate the book to himself or herself rather than asking the author questions about why he or she wrote the book?

Does the reader correspond with the author rather than compliment?

Is vocabulary smooth and natural rather than "tongue-tied" or showy?

### III. Organization and Grammatical Correctness

Does the reader present ideas in a logical, organized manner without unnecessary repetition?

What organizational strategy does the writer use?

- a. chronological order if relating a story
- b. cause-and-effect
- c. compare/contrast
- d. steps in a process
- e. other: \_\_\_\_\_

Does the essay have bookends—an introduction or lead paragraph that hooks the reader plus a concluding paragraph that may or may not mirror the opening paragraph?

Has the reader proofread the letter for errors of spelling and punctuation?