

2015/2016

6th Grade

Post Writing Assessment

Reading

Read the passage about the jazz musician Wynton Marsalis. As you read the passage, think about how Marsalis became a successful musician. Then use the passage to help you write a well-organized multiparagraph composition.

Wynton Marsalis

Wynton Marsalis believes his love for jazz music comes from the way he was raised and from his hometown. "I grew up in New Orleans," he told a reporter for *Town & Country* in 2004, "where I got to play with the symphony orchestra, . . . marching bands, light classical bands . . . and just about any other group that performed any kind of music at any time. All I had to do was bring my horn and I was all right."

When Wynton was twelve years old, he decided that he wanted music to be a significant part of his future. "I looked around and wanted to find something that I could do," he told *Ebony* magazine in March 1983. "I thought I would play basketball, but I wasn't good enough. I was too short and stuff, so I got into the band and I couldn't play. Everybody could play and I was the saddest one there." However, Wynton did not let that discourage him. He got to work. He went to the library and read everything he could find on the trumpet. He took private lessons for three to four hours every Saturday. "I used to practice all night. That's all I did—practice trumpet. I would wake up in the morning and start practicing. I'd go to school and think about practicing in the daytime. I would play band in the evening and come home and pull records and books out and practice."

His mother said that through these years she was influenced by her son's hard work. "He taught me a great big lesson about life. He would only commit himself to the things he was most enthusiastic about, not mess around with a whole lot of little things."

His time as a teenager and his time as a college student were filled with more of the same. He spent most of his time practicing the trumpet, taking lessons, performing with local and school bands, listening to various jazz musicians to learn their styles, and studying with dedicated teachers. All those years of hard work helped Wynton win numerous Grammy Awards and become the first jazz musician to receive the Pulitzer Prize for Music. When asked by *Ebony* magazine if he had advice for young people, he said, "I want young musicians to know that hard work is the only way to master music. You have to get the knowledge yourself. Don't blame it on the teacher. Don't blame it on the programs in your school if they aren't that good. You've got to go out and get the teachers you want. You must learn how to play your instrument correctly and learn how to read music."

Directions

Name: _____

Writing Topic

What did Wynton Marsalis do to become the successful musician he is today? Think about something you are good at. What did you do to become successful?

Write a multiparagraph composition for your teacher that explains what Marsalis did to become a successful musician. Then describe what you did to reach a particular goal. Use details from the passage to help you explain your ideas.

As you write, follow the suggestions below.

- Be sure your composition has a beginning, a middle, and an end.
- Use details from the passage and include enough information so your teacher will understand your response.
- Be sure to write clearly and to check your composition for correct spelling, punctuation, and grammar.

Construct Measured	Score Point 4	Score Point 3	Score point 2	Score point 1	Score Point 0
Reading Comprehension of Key Ideas and Details	The student response demonstrates full comprehension of ideas stated explicitly and inferentially by providing an accurate analysis and supporting the analysis with effective and convincing textual evidence	The student response demonstrates comprehension of ideas stated explicitly and /or inferentially by providing a mostly accurate analysis and supporting the analysis with adequate textual evidence.	The student response demonstrates basic comprehension of ideas stated explicitly and /or inferentially by providing a generally accurate analysis and supporting the analysis with basic textual evidence.	The student response demonstrates limited comprehension of ideas stated explicitly and /or inferentially by providing a minimally accurate analysis and supporting the analysis with limited textual evidence	The student response demonstrates limited comprehension of ideas
Writing Written Expression	<p>The student response</p> <ul style="list-style-type: none"> *Addresses the prompt and provides effective and comprehensive development of the claim or topic that is consistently appropriate to the task by using clear and convincing reasoning supported by relevant textual evidence; *demonstrates purposeful coherence, clarity, and cohesion, making it easy to follow the writer's progression of ideas. <p>* establishes and maintains an effective style, attending to norms and conventions of the discipline.</p>	<p>The student response</p> <ul style="list-style-type: none"> *Addresses the prompt and provides mostly effective development of the claim or topic that is mostly appropriate to the task by using clear reasoning supported by relevant textual evidence; *demonstrates coherence, clarity, and cohesion, making it fairly easy to follow the writer's progression of ideas. <p>* establishes and maintains a mostly effective style, while attending to norms and conventions of the discipline.</p>	<p>The student response</p> <ul style="list-style-type: none"> *Addresses the prompt and provides some development of the claim or topic that is somewhat appropriate to the task by using some reasoning and text based evidence; *demonstrates some coherence, clarity, and cohesion, making the writer's progression of ideas usually discernible but not obvious; <p>* has a style that is somewhat effective, generally attending to norms and conventions of the discipline.</p>	<p>The student response</p> <ul style="list-style-type: none"> *Addresses the prompt and develops the claim or topic and provides minimal development that is limited in its appropriateness to the task by using limited reasoning and text based evidence; *is a developed text based response with little or no awareness of the prompt; *demonstrates limited coherence, clarity, and cohesion, making the writer's progression of ideas somewhat unclear; *limited effectiveness. 	<p>The student response</p> <ul style="list-style-type: none"> *is underdeveloped and /or inappropriate to the task; *lacks coherence, clarity, and cohesion. *has an inappropriate style, with little to no awareness of the norms of the discipline.
Writing Knowledge of Language and Conventions		The student response to the prompt demonstrates full command of the conventions of standard English at an appropriate level of complexity. There may be few minor errors in mechanics, grammar, and usage but the meaning is clear.	The student response to the prompt demonstrates some command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that occasionally impede understanding but the meaning is generally clear.	The student response to the prompt demonstrates limited command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that often impede understanding.	The student response to the prompt demonstrates no command of the conventions of standard English. Frequent and varied errors in mechanics, grammar, and usage impede understanding.

Total (12 Points)