

7th Grade

Post Writing Assessment

Passage

Read the passage about two Louisiana chefs. As you read the passage, think about which chef you would like to visit and why he or she appeals to you. Then use the passage to help you write a well-organized multiparagraph composition.

Louisiana Chefs

Have you ever wondered what it is like to be a chef? This weekend you will have your chance to find out. Two local chefs, Monica Sallier and Andrew Gleason, will hold an "open kitchen" at their restaurants. Customers will be able to tour each chef's kitchen and will even help prepare the chef's favorite dishes.

Raised in Shreveport, Monica Sallier learned most of what she knows about cooking from her family. "Cooking was always going on in my home. I love watching my mother experiment with the food and seeing how things go together." Monica's restaurant, The Blue Hen, feels a lot like a country diner. Wooden tables and chairs cover the dining area, and a vintage jukebox sits at the back. "I like to laugh and tell jokes while I cook," Monica said. "Cooking brings people together. The cooks who work with me have become my best friends." Monica is also known for picking her favorite songs on the jukebox before the dinner rush.

At Monica's "open kitchen," she plans to teach her guests how to prepare country-style fried chicken. For this recipe, Monica uses her family's secret spice blend. "My father always told me the spice had to give it some kick!" For the sides, Monica offers mashed potatoes, red beans, or collard greens. Monica rarely uses exact measurements when cooking. "I haven't used a measuring cup in ten years," she said. "I rely on instincts. If you come to my restaurant, you'll never get the same dish twice." Last year her restaurant was named Shreveport Restaurant of the Year.

Also opening his kitchen this weekend in Shreveport is Andrew Gleason. Although new to the restaurant scene, he already has earned a reputation as a skilled cook. Andrew excelled in culinary (cooking) school and is known for his attention to detail. "You have to be ready all the time," he said. "On a busy night, the people are racing around you, the servers are looking for their orders, and it's noisy. Sometimes it can be overwhelming, but that's what I enjoy, the energy." Andrew is the head chef at Quarter Bistro. Upon entering Quarter Bistro, visitors see a restaurant filled with tall booths lit only by candlelight. This is all part of creating a dining experience that is private and peaceful.

Andrew's food also makes the dining experience special. He makes even simple dishes, like peach cobbler, look like pieces of art. "I am not the most talkative chef in the business," Andrew said, "mostly because I prefer to focus on the food. Every ingredient must be carefully measured, every sauce perfectly seasoned. Cooking is an art." At his "open kitchen," Andrew plans to teach his visitors how to prepare blackened catfish, a recipe of his that has gained much praise throughout the city. When asked what makes it so special, he whispers, "Cayenne pepper, lemon juice, and crushed oregano. They create an unforgettable combination of flavors."

Directions

Name: _____

Writing Topic

Think about the similarities and differences between Chef Monica Sallier and Chef Andrew Gleason. Which chef's "open kitchen" would you choose to visit?

Write a multiparagraph composition to convince your teacher which chef's kitchen would be the best to visit. Provide reasons and support for your opinion and use details from the passage to help you convince your teacher to agree with you.

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)