

**Correlation of the Michigan Educational Assessment Program,  
High School Test in Writing, and  
*How To Write Clear Sentences: A Self-Paced Text***

The Michigan Educational Assessment Program, High School Test in Writing, is divided into two sessions. During the first session, students review two pieces of their own writing and critique its strengths and weaknesses. During the second session, students respond to a writing prompt.

**Evaluation Criteria for Session I**

| <b>Criteria</b>                                     | <b>Reference in<br/><i>How To Write Clear Sentences: A<br/>Self-Paced Text</i></b> |
|---|--|
| Ideas are supported by specific examples or details | No reference*  |
| Organization is appropriate                         | No reference*  |
| Form is appropriate                                 | Chapters 1 through 9   |
| Voice is authentic and compelling                   | No reference*  |
| Tone is authentic and compelling                    | No reference*  |

**Evaluation Criteria for Session II**

| <b>Criteria</b>   | <b>Reference in<br/><i>How To Write Clear Sentences: A<br/>Self-Paced Text</i></b> |
|---|--|
| Ideas are developed and supported by details and examples | No reference*  |
| Organization is appropriate                               | No reference*  |
| Transitions are appropriate                               | No reference*  |
| Voice is authentic and compelling                         | No reference*  |
| Tone is authentic and compelling                          | No reference*  |
| Diction is appropriate                                    | Chapters 1 and 5   |
| Sentence structure is correct                             | Chapters 1, 2, 3, 4, and 6   |
| Writing conventions are correct                           | Chapters 5,7, 8, and 9   |

\* = This skill is taught in the follow-on book.