

Essential Skills Writing Work Sample Scoring/Feedback Form

Informative/Expository and Argumentative High School:

Use with Oregon’s Official Writing Scoring Guide.

Student Name:		Freshman Year:	
Task Title: _____ _____ Informative / Expository _____ Argumentative Standards Addressed:	Rater:		
	Date:		
	Aligned to Standards:	Yes/No	
	Meets at “4” level or above on all required Process Dimensions:	Yes/No	
Bullets describe a score of 4. Checked boxes indicate areas that meet the standard. Empty boxes indicate areas that need improvement. Raters may mark the boxes and circle specific words. No other feedback beyond the Official Scoring Guide may be provided.			

IDEAS AND CONTENT

1 2 3 4 5 6

The student responses show:

- There is an easily identifiable purpose; main idea(s) /claims are clear; counterclaims are acknowledged and addressed.
- Supporting details are typically relevant and anticipate major knowledge, concerns, values and possible biases of intended audience.
- When appropriate, resources are used to provide accurate support for claims, main ideas, and/or purpose.
- The claim or topic is explored /explained, with developmental details in balance with the main idea(s); some connections and insights may be present.
- Details are generally relevant and specific, using facts, quotations or other information/evidence appropriate to audience and purpose.

ORGANIZATION

1 2 3 4 5 6

The student responses show:

- Sequencing and paragraph breaks are clear and contribute to the logic and sense of the piece.
- The beginning is recognizable, developed and introduces the main ideas, claims or arguments, but may be perfunctory.
- The conclusion supports the argument, claims, information or explanation presented, and follows a logical progression in wrapping up the topic.
- The body is easy to follow with details that fit where placed to support the arguments, information or explanations used.
- Connections to source materials, where used, are integrated into the writing.
- Transitional strategies are used adequately, with some variety, to clarify the relationships between and among ideas.

SENTENCE FLUENCY**1 2 3 4 5 6***The student responses show:*

- The writing has a natural sound and the reader can move easily through the piece.
- There is some syntactic variety with adequate variation in sentence length beginnings, connectives and rhythm.
- Control of simple sentence structures is strong, but control over more complex sentences varies; fragments, if present, are usually effective.
- Some lapses in stylistic control may occur; dialogue, if used, sounds natural for the most part.

CONVENTIONS**1 2 3 4 5 6***The student responses show:*

- Conventions used are generally correct, demonstrating control, although a limited range may be employed.
- End-of-sentence punctuation and internal punctuation is generally correct.
- Spelling of common words is generally correct.
- Capitalization is generally correct.
- Occasional lapses in correct grammar and usage do not distort meaning or confuse the reader.
- The need for further editing is moderate and meaning is clear.

The following writing traits are not required for demonstrating proficiency for Essential Skills**VOICE (Not required for diploma)****1 2 3 4 5 6***The student responses show:*

- An appropriate level of style and tone is generally consistent with topic and purpose.
- The writer seems to be aware of audience but may not consistently employ and maintain an appropriate level of closeness to or distance from the audience.
- The writing may show liveliness, sincerity, or conviction but may be either inappropriately casual or personal, or inappropriately formal and stiff at times.

WORD CHOICE (Not required for diploma)**1 2 3 4 5 6***The student responses show:*

- Domain-specific vocabulary is used with words that are functional and precise.
- Academic language is used accurately to convey information or make claims/counterclaims, arguments or explanations.
- Technical language or jargon, when used, does not overwhelm the message or confuse the reader.
- Clichés are generally avoided and some carefully selected metaphors, similes, and analogies may be used.

USE OF SOURCES (Not required for diploma)**1 2 3 4 5 6***The student responses show:*

- Several authoritative sources are used to investigate an issue, answer a question, or solve a problem; the strengths and limitations of the sources used are acknowledged.
- Borrowed material is acknowledged by introducing the quotation or paraphrase with the name of the authority/source; paraphrased material is rewritten using the writer's style and language.
- Quoted materials are generally punctuated correctly so that errors do not impede understanding.
- Sources are identified with in-text documentation.
- A bibliography page is included listing all cited sources

Rater ID Number, Initials, or Name: _____