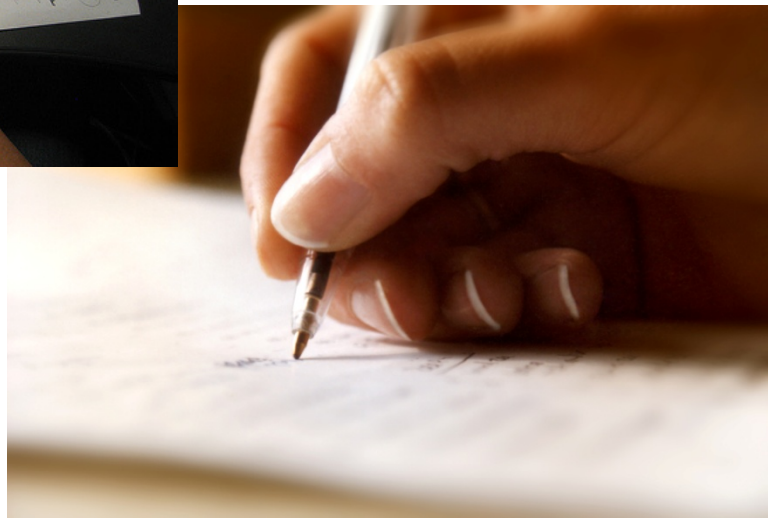



The Essential Skill of Writing

An Overview



Information provided by Oregon Department of Education
Office of Assessment and Information Services



Essential Skill -- Writing

Overview of Requirements

Updated Aug 2011


Goals for this session



Participants will know:

- Requirements for demonstrating proficiency in the Essential Skill of Writing
- Official State Scoring Guide traits
- Resources & professional development available

Class of 2013 Requirements



- OAR: 581-22-0615

Students first enrolled in grade 9 in 2009-10 (and beyond) will be required to demonstrate proficiency in the following essential skills:

- ♦ read & comprehend a variety of text
- ♦ write clearly and accurately

Write clearly and accurately



- ♦ Adapt writing to different audiences, purposes, and contexts
- ♦ Develop supported, focused, well-reasoned, and organized communications
- ♦ Write to explain, summarize, inform, and persuade
- ♦ Use appropriate conventions including correct usage, punctuation, capitalization, and spelling

ODE
Essential Skills Definitions

3 Options to Demonstrate Proficiency



1. Oregon Statewide Assessment of Writing
 - ♦ Composite score of 40
2. Other approved standardized assessments
 - ♦ SAT Writing Assessment score of 460 or higher

Option 3 – Writing Work Samples



- ♦ 2 work samples
- ♦ 1 expository or persuasive
- ♦ 1 any mode: expository, persuasive or narrative (real or imagined)
- ♦ Score of 4 or higher in each of four required traits on Official State Scoring Guide

Oregon's Writing Assessment Model



- Analytic rather than holistic
- 6 traits of writing – 4 are required
- Developed over last 25 years in Oregon by Oregon teachers
- High confidence as valid assessment
- High inter-rater reliability of trained raters

Six Traits of Writing

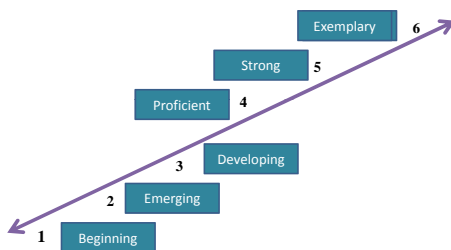


- Ideas and Content*
- Organization*
- Voice
- Word Choice
- Sentence Fluency*
- Conventions*

* Required traits for proficiency



Six Point Scale



Formative Assessment & Writing



- Scoring Guide → more than final assessment
- Used throughout writing process
 - ♦ Prewriting
 - ♦ Early drafts
 - ♦ Revising/editing
- Teach students scoring guide
- Improve analytical and critical thinking

Rumor versus Reality



Rumor

- Work Samples must be scored by 2 raters



Reality

- Only one rater is required
- In the case of a borderline passing paper, districts may wish to have more than 1 rater.

Rumor versus Reality



Rumor

- Students may not revise after a work sample has been scored

Reality

- Students may revise and resubmit work samples to be rescored



Rumor versus Reality



Rumor

- Teachers may not provide any feedback



Reality

- Feedback is allowed using **ONLY** the Scoring Guide and/or the Official Scoring Form

Rumor versus Reality



Rumor

- Students may not use word processors
- Or
- Spelling and grammar check must be disabled

Reality

- Students **may** use word processors
- Spelling and grammar check do **not** need to be disabled

Rumor versus Reality



Rumor

- Only trained raters can score work samples



Reality

- TRUE** – raters must be trained to use the scoring guide accurately

Resources

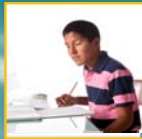


Oregon Department of Education Website

www.ode.state.or.us/go/worksamples



- Scoring Guides
- Work Samples
- Anchor Papers
- Classroom resources



“Writing is an exploration. You start from nothing and learn as you go.”

E.L. Doctorow

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OFFICIAL SCORING GUIDE, WRITING 2010-2011

Ideas and Content	
<p>6 The writing is exceptionally clear, focused, and interesting. It holds the reader’s attention throughout. Main ideas stand out and are developed by strong support and rich details suitable to audience and purpose. The writing is characterized by</p> <ul style="list-style-type: none"> • clarity, focus, and control. • main idea(s) that stand out. • supporting, relevant, carefully selected details; when appropriate, use of resources provides strong, accurate, credible support. • a thorough, balanced, in-depth explanation / exploration of the topic; the writing makes connections and shares insights. • content and selected details that are well-suited to audience and purpose. 	<p>5 The writing is clear, focused and interesting. It holds the reader’s attention. Main ideas stand out and are developed by supporting details suitable to audience and purpose. The writing is characterized by</p> <ul style="list-style-type: none"> • clarity, focus, and control. • main idea(s) that stand out. • supporting, relevant, carefully selected details; when appropriate, use of resources provides strong, accurate, credible support. • a thorough, balanced explanation / exploration of the topic; the writing makes connections and shares insights. • content and selected details that are well-suited to audience and purpose.
<p>4 The writing is clear and focused. The reader can easily understand the main ideas. Support is present, although it may be limited or rather general. The writing is characterized by</p> <ul style="list-style-type: none"> • an easily identifiable purpose. • clear main idea(s). • supporting details that are relevant, but may be overly general or limited in places; when appropriate, resources are used to provide accurate support. • a topic that is explored / explained, although developmental details may occasionally be out of balance with the main idea(s); some connections and insights may be present. • content and selected details that are relevant, but perhaps not consistently well-chosen for audience and purpose. 	<p>3 The reader can understand the main ideas, although they may be overly broad or simplistic, and the results may not be effective. Supporting detail is often limited, insubstantial, overly general, or occasionally slightly off-topic. The writing is characterized by</p> <ul style="list-style-type: none"> • an easily identifiable purpose and main idea(s). • predictable or overly-obvious main ideas; or points that echo observations heard elsewhere; or a close retelling of another work. • support that is attempted, but developmental details are often limited, uneven, somewhat off-topic, predictable, or too general (e.g., a list of underdeveloped points). • details that may not be well-grounded in credible resources; they may be based on clichés, stereotypes or questionable sources of information. • difficulties when moving from general observations to specifics.
<p>2 Main ideas and purpose are somewhat unclear or development is attempted but minimal. The writing is characterized by</p> <ul style="list-style-type: none"> • a purpose and main idea(s) that may require extensive inferences by the reader. • minimal development; insufficient details. • irrelevant details that clutter the text. • extensive repetition of detail. 	<p>1 The writing lacks a central idea or purpose. The writing is characterized by</p> <ul style="list-style-type: none"> • ideas that are extremely limited or simply unclear. • attempts at development that are minimal or nonexistent; the paper is too short to demonstrate the development of an idea.

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Organization	
<p>6</p> <p>The organization enhances the central idea(s) and its development. The order and structure are compelling and move the reader through the text easily. The writing is characterized by</p> <ul style="list-style-type: none"> • effective, perhaps creative, sequencing and paragraph breaks; the organizational structure fits the topic, and the writing is easy to follow. • a strong, inviting beginning that draws the reader in and a strong, satisfying sense of resolution or closure. • smooth, effective transitions among all elements (sentences, paragraphs, ideas). • details that fit where placed. 	<p>5</p> <p>The organization enhances the central idea(s) and its development. The order and structure are strong and move the reader through the text. The writing is characterized by</p> <ul style="list-style-type: none"> • effective sequencing and paragraph breaks; the organizational structure fits the topic, and the writing is easy to follow. • an inviting beginning that draws the reader in and a satisfying sense of resolution or closure. • smooth, effective transitions among all elements (sentences, paragraphs, ideas). • details that fit where placed.
<p>4</p> <p>Organization is clear and coherent. Order and structure are present, but may seem formulaic. The writing is characterized by</p> <ul style="list-style-type: none"> • clear sequencing and paragraph breaks. • an organization that may be predictable. • a recognizable, developed beginning that may not be particularly inviting; a developed conclusion that may lack subtlety. • a body that is easy to follow with details that fit where placed. • transitions that may be stilted or formulaic. • organization which helps the reader, despite some weaknesses. 	<p>3</p> <p>An attempt has been made to organize the writing; however, the overall structure is inconsistent or skeletal. The writing is characterized by</p> <ul style="list-style-type: none"> • attempts at sequencing and paragraph breaks, but the order or the relationship among ideas may occasionally be unclear. • a beginning and an ending which, although present, are either undeveloped or too obvious (e.g., “My topic is...”; “These are all the reasons that...”). • transitions that sometimes work. The same few transitional devices (e.g., coordinating conjunctions, numbering, etc.) may be overused. • a structure that is skeletal or too rigid. • placement of details that may not always be effective. • organization which lapses in some places, but helps the reader in others.
<p>2</p> <p>The writing lacks a clear organizational structure. An occasional organizational device is discernible; however, the writing is either difficult to follow and the reader has to reread substantial portions, or the piece is simply too short to demonstrate organizational skills. The writing is characterized by</p> <ul style="list-style-type: none"> • some attempts at sequencing, but the order or the relationship among ideas is frequently unclear; a lack of paragraph breaks. • a missing or extremely undeveloped beginning, body, and/or ending. • a lack of transitions, or when present, ineffective or overused. • a lack of an effective organizational structure. • details that seem to be randomly placed, leaving the reader frequently confused. 	<p>1</p> <p>The writing lacks coherence; organization seems haphazard and disjointed. Even after rereading, the reader remains confused. The writing is characterized by</p> <ul style="list-style-type: none"> • a lack of effective sequencing and paragraph breaks. • a failure to provide an identifiable beginning, body and/or ending. • a lack of transitions. • pacing that is consistently awkward; the reader feels either mired down in trivia or rushed along too rapidly. • a lack of organization which ultimately obscures or distorts the main point.

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Voice	
<p>6</p> <p>The writer has chosen a voice appropriate for the topic, purpose, and audience. The writer demonstrates deep commitment to the topic, and there is an exceptional sense of “writing to be read.” The writing is expressive, engaging, or sincere. The writing is characterized by</p> <ul style="list-style-type: none"> • an effective level of closeness to or distance from the audience (e.g., a narrative should have a strong personal voice, while an expository piece may require extensive use of outside resources and a more academic voice; nevertheless, both should be engaging, lively, or interesting. Technical writing may require greater distance.). • an exceptionally strong sense of audience; the writer seems to be aware of the reader and of how to communicate the message most effectively. The reader may discern the writer behind the words and feel a sense of interaction. • a sense that the topic has come to life; when appropriate, the writing may show originality, liveliness, honesty, conviction, excitement, humor, or suspense. 	<p>5</p> <p>The writer has chosen a voice appropriate for the topic, purpose, and audience. The writer demonstrates commitment to the topic, and there is a sense of “writing to be read.” The writing is expressive, engaging, or sincere. The writing is characterized by</p> <ul style="list-style-type: none"> • an appropriate level of closeness to or distance from the audience (e.g., a narrative should have a strong personal voice, while an expository piece may require extensive use of outside resources and a more academic voice; nevertheless, both should be engaging, lively, or interesting. Technical writing may require greater distance.). • a strong sense of audience; the writer seems to be aware of the reader and of how to communicate the message most effectively. The reader may discern the writer behind the words and feel a sense of interaction. • a sense that the topic has come to life; when appropriate, the writing may show originality, liveliness, honesty, conviction, excitement, humor, or suspense.
<p>4</p> <p>A voice is present. The writer seems committed to the topic, and there may be a sense of “writing to be read.” In places, the writing is expressive, engaging, or sincere. The writing is characterized by</p> <ul style="list-style-type: none"> • a suitable level of closeness to or distance from the audience. • a sense of audience; the writer seems to be aware of the reader but has not consistently employed an appropriate voice. The reader may glimpse the writer behind the words and feel a sense of interaction in places. • liveliness, sincerity, or humor when appropriate; however, at times the writing may be either inappropriately casual or personal, or inappropriately formal and stiff. 	<p>3</p> <p>The writer’s commitment to the topic seems inconsistent. A sense of the writer may emerge at times; however, the voice is either inappropriately personal or inappropriately impersonal. The writing is characterized by</p> <ul style="list-style-type: none"> • a limited sense of audience; the writer’s awareness of the reader is unclear. • an occasional sense of the writer behind the words; however, the voice may shift or disappear a line or two later and the writing become somewhat mechanical. • a limited ability to shift to a more objective voice when necessary. • text that is too short to demonstrate a consistent and appropriate voice.
<p>2</p> <p>The writing provides little sense of involvement or commitment. There is no evidence that the writer has chosen a suitable voice. The writing is characterized by</p> <ul style="list-style-type: none"> • little engagement of the writer; the writing tends to be largely flat, lifeless, stiff, or mechanical. • a voice that is likely to be overly informal and personal. • a lack of audience awareness; there is little sense of “writing to be read.” • little or no hint of the writer behind the words. There is rarely a sense of interaction between reader and writer. 	<p>1</p> <p>The writing seems to lack a sense of involvement or commitment. The writing is characterized by</p> <ul style="list-style-type: none"> • no engagement of the writer; the writing is flat and lifeless. • a lack of audience awareness; there is no sense of “writing to be read.” • no hint of the writer behind the words. There is no sense of interaction between writer and reader; the writing does not involve or engage the reader.

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Word Choice	
<p>6</p> <p>Words convey the intended message in an exceptionally interesting, precise, and natural way appropriate to audience and purpose. The writer employs a rich, broad range of words which have been carefully chosen and thoughtfully placed for impact. The writing is characterized by</p> <ul style="list-style-type: none"> • accurate, strong, specific words; powerful words energize the writing. • fresh, original expression; slang, if used, seems purposeful and is effective. • vocabulary that is striking and varied, but that is natural and not overdone. • ordinary words used in an unusual way. • words that evoke strong images; figurative language may be used. 	<p>5</p> <p>Words convey the intended message in an interesting, precise, and natural way appropriate to audience and purpose. The writer employs a broad range of words which have been carefully chosen and thoughtfully placed for impact. The writing is characterized by</p> <ul style="list-style-type: none"> • accurate, specific words; word choices energize the writing. • fresh, vivid expression; slang, if used, seems purposeful and is effective. • vocabulary that may be striking and varied, but that is natural and not overdone. • ordinary words used in an unusual way. • words that evoke clear images; figurative language may be used.
<p>4</p> <p>Words effectively convey the intended message. The writer employs a variety of words that are functional and appropriate to audience and purpose. The writing is characterized by</p> <ul style="list-style-type: none"> • words that work but do not particularly energize the writing. • expression that is functional; however, slang, if used, does not seem purposeful and is not particularly effective. • attempts at colorful language that may occasionally seem overdone. • occasional overuse of technical language or jargon. • rare experiments with language; however, the writing may have some fine moments and generally avoids clichés. 	<p>3</p> <p>Language lacks precision and variety, or may be inappropriate to audience and purpose in places. The writer does not employ a variety of words, producing a sort of “generic” paper filled with familiar words and phrases. The writing is characterized by</p> <ul style="list-style-type: none"> • words that work, but that rarely capture the reader’s interest. • expression that seems mundane and general; slang, if used, does not seem purposeful and is not effective. • attempts at colorful language that seem overdone or forced. • words that are accurate for the most part, although misused words may occasionally appear; technical language or jargon may be overused or inappropriately used. • reliance on clichés and overused expressions. • text that is too short to demonstrate variety.
<p>2</p> <p>Language is monotonous and/or misused, detracting from the meaning and impact. The writing is characterized by</p> <ul style="list-style-type: none"> • words that are colorless, flat or imprecise. • monotonous repetition or overwhelming reliance on worn expressions that repeatedly detract from the message. • images that are fuzzy or absent altogether. 	<p>1</p> <p>The writing shows an extremely limited vocabulary or is so filled with misuses of words that the meaning is obscured. Only the most general kind of message is communicated because of vague or imprecise language. The writing is characterized by</p> <ul style="list-style-type: none"> • general, vague words that fail to communicate. • an extremely limited range of words. • words that simply do not fit the text; they seem imprecise, inadequate, or just plain wrong.

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Sentence Fluency	
<p>6</p> <p>The writing has an effective flow and rhythm. Sentences show a high degree of craftsmanship, with consistently strong and varied structure that makes expressive oral reading easy and enjoyable. The writing is characterized by</p> <ul style="list-style-type: none"> • a natural, fluent sound; it glides along with one sentence flowing effortlessly into the next. • extensive variation in sentence structure, length, and beginnings that add interest to the text. • sentence structure that enhances meaning by drawing attention to key ideas or reinforcing relationships among ideas. • varied sentence patterns that create an effective combination of power and grace. • strong control over sentence structure; fragments, if used at all, work well. • stylistic control; dialogue, if used, sounds natural. 	<p>5</p> <p>The writing has an easy flow and rhythm. Sentences are carefully crafted, with strong and varied structure that makes expressive oral reading easy and enjoyable. The writing is characterized by</p> <ul style="list-style-type: none"> • a natural, fluent sound; it glides along with one sentence flowing into the next. • variation in sentence structure, length, and beginnings that add interest to the text. • sentence structure that enhances meaning. • control over sentence structure; fragments, if used at all, work well. • stylistic control; dialogue, if used, sounds natural.
<p>4</p> <p>The writing flows; however, connections between phrases or sentences may be less than fluid. Sentence patterns are somewhat varied, contributing to ease in oral reading. The writing is characterized by</p> <ul style="list-style-type: none"> • a natural sound; the reader can move easily through the piece, although it may lack a certain rhythm and grace. • some repeated patterns of sentence structure, length, and beginnings that may detract somewhat from overall impact. • strong control over simple sentence structures, but variable control over more complex sentences; fragments, if present, are usually effective. • occasional lapses in stylistic control; dialogue, if used, sounds natural for the most part, but may at times sound stilted or unnatural. 	<p>3</p> <p>The writing tends to be mechanical rather than fluid. Occasional awkward constructions may force the reader to slow down or reread. The writing is characterized by</p> <ul style="list-style-type: none"> • some passages that invite fluid oral reading; however, others do not. • some variety in sentence structure, length, and beginnings, although the writer falls into repetitive sentence patterns. • good control over simple sentence structures, but little control over more complex sentences; fragments, if present, may not be effective. • sentences which, although functional, lack energy. • lapses in stylistic control; dialogue, if used, may sound stilted or unnatural. • text that is too short to demonstrate variety and control.
<p>2</p> <p>The writing tends to be either choppy or rambling. Awkward constructions often force the reader to slow down or reread. The writing is characterized by</p> <ul style="list-style-type: none"> • significant portions of the text that are difficult to follow or read aloud. • sentence patterns that are monotonous (e.g., subject-verb or subject-verb-object). • a significant number of awkward, choppy, or rambling constructions. 	<p>1</p> <p>The writing is difficult to follow or to read aloud. Sentences tend to be incomplete, rambling, or very awkward. The writing is characterized by</p> <ul style="list-style-type: none"> • text that does not invite—and may not even permit—smooth oral reading. • confusing word order that is often jarring and irregular. • sentence structure that frequently obscures meaning. • sentences that are disjointed, confusing, or rambling.

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Conventions	
<p>6</p> <p>The writing demonstrates exceptionally strong control of standard writing conventions (e.g., punctuation, spelling, capitalization, grammar and usage) and uses them effectively to enhance communication. Errors are so few and so minor that the reader can easily skim right over them unless specifically searching for them. The writing is characterized by</p> <ul style="list-style-type: none"> • strong control of conventions; manipulation of conventions may occur for stylistic effect. • strong, effective use of punctuation that guides the reader through the text. • correct spelling, even of more difficult words. • correct grammar and usage that contribute to clarity and style. • skill in using a wide range of conventions in a sufficiently long and complex piece. • little or no need for editing. 	<p>5</p> <p>The writing demonstrates strong control of standard writing conventions (e.g., punctuation, spelling, capitalization, grammar and usage) and uses them effectively to enhance communication. Errors are few and minor. Conventions support readability. The writing is characterized by</p> <ul style="list-style-type: none"> • strong control of conventions. • effective use of punctuation that guides the reader through the text. • correct spelling, even of more difficult words. • correct capitalization; errors, if any, are minor. • correct grammar and usage that contribute to clarity and style. • skill in using a wide range of conventions in a sufficiently long and complex piece. • little need for editing.
<p>4</p> <p>The writing demonstrates control of standard writing conventions (e.g., punctuation, spelling, capitalization, grammar and usage). Significant errors do not occur frequently. Minor errors, while perhaps noticeable, do not impede readability. The writing is characterized by</p> <ul style="list-style-type: none"> • control over conventions used, although a wide range is not demonstrated. • correct end-of-sentence punctuation; internal punctuation may sometimes be incorrect. • spelling that is usually correct, especially on common words. • correct capitalization; errors, if any, are minor. • occasional lapses in correct grammar and usage; problems are not severe enough to distort meaning or confuse the reader. • moderate need for editing. 	<p>3</p> <p>The writing demonstrates limited control of standard writing conventions (e.g., punctuation, spelling, capitalization, grammar and usage). Errors begin to impede readability. The writing is characterized by</p> <ul style="list-style-type: none"> • some control over basic conventions; the text may be too simple or too short to reveal mastery. • end-of-sentence punctuation that is usually correct; however, internal punctuation contains frequent errors. • spelling errors that distract the reader; misspelling of common words occurs. • capitalization errors. • errors in grammar and usage that do not block meaning but do distract the reader. • significant need for editing.
<p>2</p> <p>The writing demonstrates little control of standard writing conventions. Frequent, significant errors impede readability. The writing is characterized by</p> <ul style="list-style-type: none"> • little control over basic conventions. • many end-of-sentence punctuation errors; internal punctuation contains frequent errors. • spelling errors that frequently distract the reader; misspelling of common words often occurs. • capitalization that is inconsistent or often incorrect. • errors in grammar and usage that interfere with readability and meaning. • substantial need for editing. 	<p>1</p> <p>Numerous errors in usage, spelling, capitalization, and punctuation repeatedly distract the reader and make the text difficult to read. In fact, the severity and frequency of errors are so overwhelming that the reader finds it difficult to focus on the message and must reread for meaning. The writing is characterized by</p> <ul style="list-style-type: none"> • very limited skill in using conventions. • basic punctuation (including end-of-sentence punctuation) that tends to be omitted, haphazard, or incorrect. • frequent spelling errors that significantly impair readability. • capitalization that appears to be random. • a need for extensive editing.

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Citing Sources (For use on classroom assignments requiring research)	
<p>6</p> <p>The writing demonstrates exceptionally strong commitment to the quality and significance of research and the accuracy of the written document. Documentation is used to avoid plagiarism and to enable the reader to judge how believable or important a piece of information is by checking the source. The writer has</p> <ul style="list-style-type: none"> acknowledged borrowed material by introducing the quotation or paraphrase with the name of the authority. punctuated all quoted materials; errors, if any, are minor. paraphrased material by rewriting it using writer's style and language. provided specific in-text documentation for each borrowed item. provided a bibliography page listing every source cited in the paper; omitted sources that were consulted but not used. 	<p>5</p> <p>The writing demonstrates a strong commitment to the quality and significance of research and the accuracy of the written document. Documentation is used to avoid plagiarism and to enable the reader to judge how believable or important a piece of information is by checking the source. Errors are so few and so minor that the reader can easily skim right over them unless specifically searching for them. The writer has</p> <ul style="list-style-type: none"> acknowledged borrowed material by introducing the quotation or paraphrase with the name of the authority; key phrases are directly quoted so as to give full credit where credit is due. punctuated all quoted materials; errors are minor. paraphrased material by rewriting using writer's style and language. provided specific in-text documentation for borrowed material. provided a bibliography page listing every source cited in the paper; omitted sources that were consulted but not used.
<p>4</p> <p>The writing demonstrates a commitment to the quality and significance of research and the accuracy of the written document. Documentation is used to avoid plagiarism and to enable the reader to judge how believable or important a piece of information is by checking the source. Minor errors, while perhaps noticeable, do not blatantly violate the rules of documentation. The writer has</p> <ul style="list-style-type: none"> acknowledged borrowed material by sometimes introducing the quotation or paraphrase with the name of the authority. punctuated all quoted materials; errors, while noticeable, do not impede understanding. paraphrased material by rewriting using writer's style and language. provided in-text documentation for most borrowed material. provided a bibliography page listing every source cited in the paper; included sources that were consulted but not used. 	<p>3</p> <p>The writing demonstrates a limited commitment to the quality and significance of research and the accuracy of the written document. Documentation is sometimes used to avoid plagiarism and to enable the reader to judge how believable or important a piece of information is by checking the source. Errors begin to violate the rules of documentation. The writer has</p> <ul style="list-style-type: none"> enclosed quoted materials within quotation marks; however, incorrectly used commas, colons, semicolons, question marks or exclamation marks that are part of the quoted material. included paraphrased material that is not properly documented. paraphrased material by simply rearranging sentence patterns.
<p>2</p> <p>The writing demonstrates little commitment to the quality and significance of research and the accuracy of the written document. Frequent errors in documentation result in instances of plagiarism and often do not enable the reader to check the source. The writer has</p> <ul style="list-style-type: none"> enclosed quoted materials within quotation marks; however, incorrectly used commas, colons, semicolons, question marks or exclamation marks that are part of the quoted material. attempted paraphrasing but included words that should be enclosed by quotation marks or rephrased into the writer's language and style. altered the essential ideas of the source. included citations that incorrectly identify reference sources. 	<p>1</p> <p>The writing demonstrates disregard for the conventions of research writing. Lack of proper documentation results in plagiarism and does not enable the reader to check the source. The writer has</p> <ul style="list-style-type: none"> borrowed abundantly from an original source, even to the point of retaining the essential wording. no citations that credit source material. included words or ideas from a source without providing quotation marks. no bibliography page listing sources that were used.

Student Language Scoring Guide: High School Condensed Version

<u>5/6: STRONG</u> The paper is usually longer and more complex. It shows strong writing skills.	<u>4: SOLID</u> The paper is long enough to show what 10 th Graders should be able to do.	<u>3: ALMOST THERE</u> The paper is not long enough, or it has some problems.	<u>2/1: NEEDS WORK</u> The paper is much too short, or it has significant problems.
5/6 IDEAS: STRONG <ul style="list-style-type: none"> • <u>Purpose and main ideas</u>: interesting; stand out; clear and focused • <u>Supporting details</u>: <ul style="list-style-type: none"> ▪ many strong, rich, specific details explain the main ideas; interesting ▪ balanced, in-depth, focused ▪ seem carefully chosen for audience and purpose • <u>Writer shares new understandings</u> • <u>Outside resources, if used</u>: provide strong, accurate, believable details • <u>Writing holds the reader's attention</u> 	4 IDEAS: SOLID <ul style="list-style-type: none"> • <u>Purpose and main ideas</u>: clear, focused, easy to understand • <u>Supporting details</u>: <ul style="list-style-type: none"> ▪ enough to develop main ideas ▪ most are specific ▪ most are focused and related to the main ideas; on the topic ▪ most are explained or developed ▪ show some awareness of audience and purpose • <u>Writer may share new understandings</u> • <u>Outside resources, if used</u>: provide accurate ideas and supporting details 	3 IDEAS: ALMOST THERE <ul style="list-style-type: none"> • <u>Purpose and main ideas</u>: clear, easy to understand • <u>Supporting details</u>: <ul style="list-style-type: none"> ▪ may not be enough to develop the ideas ▪ may be too general (not specific) ▪ some may be off the topic ▪ may not be explained (list events or points without explanation) ▪ may sound too much like another story or movie • <u>Outside resources, if used</u>: provide questionable ideas or details 	2/1 IDEAS: NEEDS WORK <ul style="list-style-type: none"> • <u>Purpose and main ideas</u>: not very clear; reader may have to guess at what they are • <u>Supporting details</u>: <ul style="list-style-type: none"> ▪ paper may be much too short, without enough ideas or details ▪ may be off the topic ▪ may be repeated over and over ▪ may not be understandable
5/6 ORGANIZATION: STRONG <ul style="list-style-type: none"> • <u>The reader can follow the writing easily</u>; ideas and details are placed in an order that moves the reader right along • <u>Beginning</u>: inviting; makes the reader want to keep reading • <u>Ending</u>: satisfying • <u>Connecting words and phrases</u>: smooth; effective; make the writing easy to follow from one part to the next • <u>Paragraph breaks</u>: used effectively • <u>Writing may follow a formula</u>, but it is graceful, skillful, and subtle 	4 ORGANIZATION: SOLID <ul style="list-style-type: none"> • <u>The reader can follow the writing</u>; ideas and details are placed in an order that makes sense • <u>Beginning</u>: can be identified; enough to make up at least one paragraph • <u>Ending</u>: can be identified; enough to make up at least one paragraph • <u>Connecting words and phrases</u>: help the reader follow from one part to the next • <u>Paragraph breaks</u>: are there; helpful • <u>Writing may follow a formula</u> (such as the classic "five-paragraph essay") 	3 ORGANIZATION: ALMOST THERE <ul style="list-style-type: none"> • <u>The reader can follow the writing most of the time</u>, but some parts may be a little unclear; some ideas and details may be placed where they do not make the most sense; some may seem out of place • <u>Beginning</u>: too short or too obvious • <u>Ending</u>: too short or too obvious • <u>Connecting words and phrases</u>: same ones may be used too often (and, so, but, then); points may be numbered • <u>Paragraph breaks</u>: some may be there 	2/1 ORGANIZATION: NEEDS WORK <ul style="list-style-type: none"> • <u>The reader has a hard time following</u> ideas and details are not in an order that makes sense • <u>Beginning</u>: may not be there, or is much too short • <u>Ending</u>: may not be there, or is much too short • <u>Body</u>: may not be there, or is much too short • <u>Paragraph breaks</u>: may not be there
5/6 VOICE: STRONG <ul style="list-style-type: none"> • <u>Commitment to topic</u>: the writer seems very committed • <u>Appropriateness of voice, considering topic, audience, purpose</u>: very appropriate; writer is personal or more objective • <u>Other indications</u>: very sincere, lively, exciting, suspenseful, expressive, funny • Reader may feel a strong connection with writer 	4 VOICE: SOLID <ul style="list-style-type: none"> • <u>Commitment to topic</u>: the writer seems committed • <u>Appropriateness of voice, considering audience and purpose</u>: a voice is present; the writing is personal enough or objective enough most of the time • <u>Other indications</u>: when appropriate, sincere, lively, expressive, engaging, funny 	3 VOICE: ALMOST THERE <ul style="list-style-type: none"> • <u>Commitment to topic</u>: the writer seems somewhat committed • <u>Appropriateness of voice, considering audience and purpose</u>: not appropriate much of the time; too personal and not objective enough or not personal enough • <u>Paper may not be long enough</u> to show the ability to maintain an appropriate voice 	2/1 VOICE: NEEDS WORK <ul style="list-style-type: none"> • <u>Commitment to topic</u>: the writer does not seem interested in the topic or involved with the reader • <u>Appropriateness of voice, considering audience and purpose</u>: the writing may seem lifeless and flat

<p><u>5/6: STRONG</u> The paper is usually longer and more complex. It shows strong writing skills.</p>	<p><u>4: SOLID</u> The paper is long enough to show what 10th Graders should be able to do.</p>	<p><u>3: ALMOST THERE</u> The paper is not long enough, or it has some problems.</p>	<p><u>2/1: NEEDS WORK</u> The paper is much too short, or it has significant problems.</p>
<p>5/6 WORD CHOICE: STRONG</p> <ul style="list-style-type: none"> • <u>Kinds of words</u>: strong, specific, accurate, interesting; also natural and not overdone; ordinary words used in an unusual way; words energize the writing • <u>Variety</u>: rich, broad range of words • <u>Slang, if used</u>: effective(as in dialogue) • <u>Descriptive or figurative language</u>: may create clear images in reader's mind • <u>Appropriateness for audience, purpose</u>: very appropriate; carefully chosen words 	<p>4 WORD CHOICE: SOLID</p> <ul style="list-style-type: none"> • <u>Kinds of words</u>: words that work; get the meaning across • <u>Variety</u>: variety of words used • <u>Slang, if used</u>: does not seem to be used on purpose (as it might in dialogue) • <u>Descriptive, figurative, or technical language, if used</u>: may seem overdone or overused once in a while • <u>Cliches</u>: avoids overused phrases, sayings, and expressions most of the time 	<p>3 WORD CHOICE:</p> <p>ALMOST THERE</p> <ul style="list-style-type: none"> • <u>Kinds of words</u>: many are too general; not specific; once in a while, a wrong word may be used; may not be appropriate for audience and purpose in places • <u>Variety</u>: not much variety; some words may be repeated too often; paper may not be long enough to see enough variety • <u>Cliches</u>: may be extensive use of overused phrases, sayings, or expressions 	<p>2/1 WORD CHOICE:</p> <p>NEEDS WORK</p> <ul style="list-style-type: none"> • <u>Kinds of words</u>: many or most are too general; not specific; or inaccurate • <u>Misused words</u>: there may be so many wrong words that the reader has trouble figuring out what the writer is trying to say • <u>Variety</u>: little variety; words may be repeated over and over
<p>5/6 SENTENCE FLUENCY: STRONG:</p> <ul style="list-style-type: none"> • <u>Overall</u>: writing is very easy to read out loud; a fluent, natural sound, with one sentence flowing into the next; much variety in sentences makes the writing more interesting • <u>Sentence beginnings</u>: sentences begin in many different ways • <u>Sentence lengths</u>: some short, some medium, some long • <u>Sentence patterns</u>: variety of patterns • <u>Dialogue, if used</u>: sounds natural. 	<p>4 SENTENCE FLUENCY:</p> <p>SOLID</p> <ul style="list-style-type: none"> • <u>Overall</u>: writing is easy to read out loud; sounds natural; variety of sentence beginnings, lengths, and patterns • <u>Sentence beginnings</u>: most sentences begin in different ways • <u>Sentence lengths</u>: some sentences are shorter; some are longer • <u>Sentence patterns</u>: sentences have different patterns • <u>Dialogue, if used</u>: most sounds natural 	<p>3 SENTENCE FLUENCY:</p> <p>ALMOST THERE</p> <ul style="list-style-type: none"> • <u>Overall</u>: some parts are easy to read out loud; other parts are more difficult, and the reader may have to slow down or re-read; may not be enough variety in sentences • <u>Sentence beginnings</u>: some begin in the same way, although some are different • <u>Sentence Lengths</u>: many sentences may be about the same length • <u>Sentence patterns</u>: many are the same, although some are different • <u>Dialogue</u>: may not sound natural 	<p>2/1 SENTENCE FLUENCY:</p> <p>NEEDS WORK</p> <ul style="list-style-type: none"> • <u>Overall</u>: difficult to read out loud; the reader has to slow down or re-read because of the way sentences are formed • <u>Sentence beginnings</u>: many begin the same way • <u>Sentence lengths</u>: most may be about the same length—either short and choppy or long and rambling • <u>Sentence patterns</u>: may be repeated over and over • <u>Order of words</u>: mixed up; confusing
<p>5/6 CONVENTIONS: STRONG</p> <ul style="list-style-type: none"> • <u>Sentences</u>: end where they should with the correct punctuation mark; no run-ons, comma splices, or fragments • <u>Spelling</u>: even difficult words correct • <u>Verb tense & point of view</u>: consistent • <u>Dialogue</u>: punctuated correctly • <u>Capitalization</u>: correct • <u>Punctuation within sentences</u>: correct • <u>Errors</u>: may be a few minor errors • <u>Variety</u>: wide range, usually in a longer and more complex paper (for example, colons, semi-colons, parentheses, many different uses of commas, dialogue, dashes, hyphenated words) 	<p>4 CONVENTIONS: SOLID</p> <ul style="list-style-type: none"> • <u>Sentences</u>: end where they should with the correct punctuation mark; few if any run-ons, comma splices, or fragments • <u>Spelling</u>: common words correct • <u>Verb tense & point of view</u>: consistent • <u>Any dialogue</u>: punctuated correctly • <u>Capitalization</u>: correct • <u>Punctuation within sentences</u>: sometimes incorrect (e.g., some commas) • <u>Errors</u>: some errors, but few major errors; the most important rules are followed most of the time • <u>Variety</u>: not wide range, but paper is long enough and just complex enough to show solid 10th Grade skills 	<p>3 CONVENTIONS:</p> <p>ALMOST THERE</p> <ul style="list-style-type: none"> • <u>Sentences</u>: most end where they should with the correct mark, but some do not; some run-ons, comma splices, fragments • <u>Spelling</u>: some common words incorrect • <u>Verb tense & point of view</u>: may be inconsistent • <u>Dialogue</u>: may be some errors • <u>Capitalization</u>: may be some errors • <u>Punctuation within sentences</u>: errors • <u>Errors</u>: more errors; some are basic • <u>Variety</u>: in some papers, conventions may be correct, but paper is not long enough or is too simple to show solid 10th Grade skills 	<p>2/1 CONVENTIONS:</p> <p>NEEDS WORK</p> <ul style="list-style-type: none"> • <u>Sentences</u>: most do not end where they should with the correct punctuation mark; many run-ons, comma splices, fragments • <u>Spelling</u>: many common words may be incorrect • <u>Capitalization</u>: may be many errors • <u>Grammar</u>: may be many basic errors • <u>Errors</u>: so many basic errors that the reader has a hard time figuring out what the writer is trying to say

Oregon Department of Education Official Scoring Form
Writing Work Sample: Use with Oregon Official Writing Scoring Guide

Student Name: _____ Date: _____

Title or topic: _____

Required Mode:

- ___ Expository
- ___ Persuasive
- ___ Narrative

Meets All Standards:

- ___ Yes
- ___ Not Yet

Ideas and Content

1 2 3 4 5 6

- ☐ The purpose is clear.
- ☐ Main ideas are focused and easy to understand.
- ☐ There are enough specific details.
- ☐ Details are focused and related to the main ideas.
- ☐ If outside sources are used, they are credible; information is accurate.

Organization

1 2 3 4 5 6

- ☐ The introduction is developed.
- ☐ The ending is developed.
- ☐ Transitions work.
- ☐ The writing is easy to follow.
- ☐ There are paragraph breaks.

Sentence Fluency

1 2 3 4 5 6

- ☐ The writing is fairly easy to read aloud.
- ☐ There is a natural flow of language.
- ☐ Sentence structures have some variety.
- ☐ Sentences begin in different ways.
- ☐ Sentence lengths have some variety.

Conventions

1 2 3 4 5 6

- ☐ End-of-sentence punctuation is correct (few or no run-ons, fragments, comma splices).
- ☐ Spelling of everyday words is correct.
- ☐ If used, dialogue is punctuated / paragraphed correctly.
- ☐ Grammar is correct (e.g., verb tense, subject-verb agreement, point of view).
- ☐ Capitalization is correct.

Voice (Not required for diploma)

1 2 3 4 5 6

- ☐ Voice is appropriate for the assignment.

Word Choice (Not required for diploma)

1 2 3 4 5 6

- ☐ Words have some variety and are functional.

Bullets describe a score of 4 that meets the standards. Raters may mark the boxes to indicate areas that need improvement on a revision—or to explain reasons for the current scores if no opportunity for revision will be offered. No additional oral or written comments may be provided.

Rater ID Number, Initials, or Name: _____

Guidelines for High School Writing Work Samples

Definition: A Writing Work Sample is individual student work used to demonstrate proficiency in writing.

Purposes:

1. To meet requirements for **one** local performance assessment in high school in writing
2. To demonstrate proficiency in the Essential Skill of Writing in order to earn an Oregon High School Diploma with three writing work samples

Required assessment instrument: Oregon's Official Writing Scoring Guide

Requirements for writing work samples:

- ◆ **Number:**
 1. One for local performance assessment (any of three modes)
 2. Three for Writing Essential Skill proficiency (one of each mode)
 - ◆ **Modes (purposes for writing):**
 - one expository (to explain)
 - one persuasive (to convince)
 - one either narrative (true story) or imaginative (fictional story)
 - ◆ **Scores and traits:**
 - for local performance assessment, there are no required scores
 - for Writing Essential Skill Proficiency a minimum score of 4 out of 6 in the four required traits
 - Ideas and Content
 - Organization
 - Sentence Fluency
 - Conventions
 - ◆ **Length:**
 - must be sufficient to provide enough evidence of proficiency and to apply the Scoring Guide
 - work samples shorter than 1 - 1½ pages are usually too short; more than 4 pages, too long
 - ◆ **Individual work:**
 - must represent what the individual student can do with no outside assistance
 - no collaborative group projects or products are allowed
 - no teacher or peer feedback is permitted
 - Appendix N of the 2010-11 Test Administration Manual contains more information (http://www.ode.state.or.us/wma/teachlearn/testing/admin/2010-11-appendix_n.pdf).
 - ◆ **Opportunities for revision:**
 - work samples that nearly meet the achievement standard (scoring a mix of 4s and 3s) may be returned to students for revision
 - In addition to scores, the only allowable feedback to students is highlighting phrases on the Official Writing Scoring Guide and/or using an Official Writing Scoring Form provided by ODE (<http://www.ode.state.or.us/search/page/?id=2704>)
-

Writing Work Samples

Who should complete writing work samples?

- **Local Performance Assessments:** All students must have the opportunity to complete at least one writing work sample during high school.
- **Essential Skill Proficiency:** Students who have not demonstrated proficiency by meeting the writing standards with a combined score of 40 on the OAKS Writing Performance Assessment may use work samples as evidence of their proficiency in the Essential Skill of Writing. (Typically, these would be students in the “nearly meets” category: students whose assessment scores or classroom work indicate that they may have the necessary writing skills. Students who need significant additional instruction to reach a high school level of writing proficiency are not likely to benefit from the work sample option until their skills have improved.)

Who should score writing work samples? One certified classroom teacher or other district employee trained on Oregon’s Official Writing Scoring Guide. (Some schools may choose to use more than one rater or to score work samples in a group setting for anonymity and to facilitate discussion of close scores.)

Recommendations for Developing Writing Work Samples

Open-ended Prompts: may be on general topics on which students may respond in a variety of ways. High school students should have sufficient background experience and/or knowledge on the topics. *Writing prompts released by the Oregon Department of Education may be used as practice writing activities and as models to develop local writing prompts. Sample prompts may be found at <http://www.ode.state.or.us/search/page/?id=524>*

Curriculum-embedded Prompts: arise naturally out of classroom activities and units of study. Frequently, teachers ask students to write an essay as a concluding activity for a unit or in response to topics being studied. In many cases, these writing assignments may be used as work samples for the purpose of meeting local performance assessment requirements as well as to demonstrate proficiency in the essential skill of writing. *Examples: a student in a health class writes a persuasive paper about a contemporary personal or community health issue; a student in a woodworking elective explains the merits of different types of woods for different purposes; a student in physical education devises and explains his or her own exercise or nutritional plan; or a student in biology writes a persuasive paper about a current environmental issue.*

Choice: Whenever possible, work samples should be designed to offer student choices, whether the choice is among several prepared topics or a topic generated by the student. Students usually perform better when they are able to exercise some choice and when they have had some experience with the subject or topic.

Recommendations for Administering and Scoring Writing Work Samples

Allow adequate time and encourage a writing process (prewriting, drafting, revising, editing, proofreading, etc.) Writing work samples almost always take more than one session to complete. These are not timed tests. Session length may be at the school’s or student’s preference. Student work still in progress should be collected and kept secure between testing sessions. Districts may allow students to complete parts of a work sample outside of class when research is required. If districts allow this option, additional evidence may be needed to assure that the final product is the student’s own work. (See Test Administration Manual, Appendix N above.)

Students may hand-write or word-process their writing work samples. Spelling and grammar checkers may be used as part of a word-processing program. Students who are writing their work sample by hand may use electronic spell-checkers or enter portions of their writing into a word processor to access the spell-checker if desired.

There are many privileges that teenagers constantly yearn for. They want to stay out late, get a car, or maybe be left alone at home for an extended time. But, the one privilege that should be granted by all parents to their teens is the option to get a part-time job. Having a job can create responsibility, life-skills, and money-management skills for teenagers.

Many parents wish for their teens to become more responsible. If they really believe this, they should grant a balance of privileges, not keep their child chained up at home. A part-time job may require an employee to work odd hours such as three to five in the afternoon and then seven to twelve at night. The teenage worker will have to acquire a responsibility for being on time to work, for following orders and doing their assigned job, and organizing their schedule to fit in homework as well as some free-time.

A part-time job puts forth many life-skills that a teen needs to learn. Along with being responsible, a teen can learn how to cope with the fast pace of the working world. They can also learn how to watch out for themselves and help others at the same time.

One of the most important aspects of success lies within money-management skills. A part-time job can teach how much money to save, how much to spend, and how to budget one's self between each paycheck. A teen may want a job

so that they can purchase a car. To do so, they must learn how to save to get that car.

Parents should look strongly into letting their teens work part-time jobs. Responsibility, life-skills, and money management skills are only a few of the benefits a teen might receive. It's an enormous economical world out there, and to get an early jump on life could prove to be a wise choice in the long-run.

Scores and Commentary: Paper #1: Jobs--Expository Mode (purpose: to explain)

<u>Ideas & Content</u>	<u>Organization</u>	<u>Voice</u>	<u>Word Choice</u>	<u>Sentence Fluency</u>	<u>Conventions</u>
4	4	4	4	4	4

★**Ideas**: The paper scores a 4 in Ideas, which are **clear, focused**, and well **developed** with sufficient, **relevant details** that explain the benefits of teens working at a part-time job. The writer supports the thesis by providing three main points developed with specific examples. The paper would score higher if each of those examples were explained further; it is a little like a list of points (score of 3), but the explanations do provide sufficient development to warrant a score of 4. The points also provide some **insight** into the world of work.

★**Organization**: The paper scores a 4 in Organization. The introduction is **developed**, ending with the thesis and the three main supporting points. The **organization is predictable**, utilizing the standard format for a five-paragraph expository essay: each of the three supporting points is developed in its own separate paragraph, and the conclusion repeats the thesis and three main points before broadening out to a final, more general statement. An organizational weakness is the lack of **transitions** between paragraphs, but the internal transitions work well, the essay is well organized overall, and the reader has no problem following the logical **sequence** of ideas and details.

Voice: The paper scores a 4 in Voice. **The writer seems committed to the topic, and the writing seems sincere.** Considering the topic, the expository mode, and the general audience, the voice is entirely **appropriate**.

Word Choice: The paper scores a 4 in Word Choice. The words are **functional and convey the intended message**. Further, there is enough **variety**. A few words are used incorrectly ("an enormous economical world," "A part-time job puts forth many life-skills"), but for the vast majority of the essay, the words work well.

★**Sentence Fluency**: The paper scores a 4 in Sentence Fluency. The writing **flows** when read aloud, and there is sufficient variety of **sentence structure, length, and beginnings**. The last complete sentence on page 1 uses effective parallel structure with a series of three phrases beginning with "...how..." Parallel structure is used effectively in several places (although at the end of the second paragraph, it could use some work; still, the sentence flows just fine).

★**Conventions**: The paper scores a 4 in Conventions. There are no errors in **end-of-sentence punctuation** (it is all right to begin sentences with a coordinating conjunction, as in "But..."). **Spelling** is correct except for "aquire." Other errors are considered relatively minor (e.g., noun/pronoun agreement: "A teen may want a job so that they..."), which occurs several times; time of day should not be spelled out; "one's self".) However, this writer **demonstrates control of standard writing conventions; significant errors do not occur frequently**.

Note: This work sample clearly passes in all traits. It is a solid example of an expository paper that meets all standards at the high school level, earning a 4 in Ideas and Content, Organization, Sentence Fluency and Conventions.

★ Indicates the 4 required traits for the Statewide Writing Assessment or for Work Samples used to demonstrate proficiency in the Essential Skill of Writing.

Air and water is the key to survive. And its air jobs as people who use it everyday to keep those resources clean, so that it will be around forever. So as Oregonians we need to help keep the air and water clean.

Why is air important? Well its simple, you need it to breath. If we didn't have air we would die. So why is water important? Water does a lot of things to help everyone survive, like drinking water. Your body needs water to survive. And animals live, eat, and drink the water, so they would die without clean water. So what would happen if we didn't keep the air and water clean?

If we didn't keep the air clean what would happen? If we breathed in the bad air, then there is a possibility that you could get sick. And if the animals that you ate got sick from the bad air, then you could get sick. What about water? You drink contaminated water and you get sick. The animals drink the contaminated water, and guess what they get sick.

Then you eat the sick animal, and then you get sick, or possibly die. So what causes the contamination in the air and water?

The air is polluted by smoke. Whether it be cigarette smoke, exhaust from your vehicle, or smoke from a power plant. And we do need all of that, but if we use it in moderation then it wouldn't effect the air as much. Water is contaminated by pollution and oil / chemical spills. And this can be prevented all together. No one is gaining from pollution, so no one should do it.

Clean air and water can become a limited resource, and most people can't see that. Natural resources are important, because you can't replace them. We need to stop polluting our air and water, because Earth is the only place we have to live, so we should keep it clean.

Scores and Commentary: Paper #2: Air and Water--Expository Mode (purpose: to explain)

<u>Ideas & Content</u>	<u>Organization</u>	<u>Voice</u>	<u>Word Choice</u>	<u>Sentence Fluency</u>	<u>Conventions</u>
3	4	4	3	3	3

★ **Ideas:** The paper scores a 3 in Ideas. **The reader can understand both the writer's purpose and the main ideas**, but the ideas are **overly broad, simplistic**, and **overly obvious** for the high school level. Although the paper is almost two pages long, the supporting **details are limited, insubstantial**, and repetitious. The paper has **difficulties when moving from general observations** about air and water to **specific**, substantive **details** that develop those ideas.

★ **Organization:** The paper scores a 4 in Organization. The introduction is **developed**, and there is a clear sense of conclusion, also **developed**. The **sequencing is clear**, with each paragraph devoted to a separate idea, and the **paragraph breaks** occur in appropriate places. **Details also fit where placed**. The major weakness is the overuse of coordinating conjunctions as transitions, especially "So" and "And." Still, **the organization helps the reader, despite some weaknesses**.

Voice: The paper scores a 4 in Voice. **The writer does seem committed to the topic, and the writing seems sincere** overall, especially in the first and last paragraphs.

Word Choice: The paper scores a 3 in Word Choice. For the most part, the **language lacks precision and variety**, with quite a bit of repetition (too much repetition would warrant a 2). However, many words and phrases are functional ("key to survive," "as Oregonians," "contaminated water," "Whether it be," "use it in moderation," "limited resource.") Overall, though, **the writer does not employ enough variety, producing a sort of "generic" paper filled with familiar words and phrases**.

★ **Sentence Fluency:** The paper scores a 3 in Sentence Fluency, one of the weakest traits in this paper in addition to Ideas. **The writer falls into repetitive sentence patterns**, without enough variety of **structures, lengths, or beginnings**. Fifteen sentences begin with or are joined by the words "And" or "So." Five sentences begin with the word "If," and questions (seven) are overused. Many **sentences are functional but lack energy** because of the **repetitious patterns**.

★ **Conventions:** The paper scores a 3 in Conventions. **End-of-sentence punctuation is usually correct** (one fragment, one run-on, one comma splice joining two complete sentences). A significant subject/verb agreement error occurs in the first sentence ("Air and water is the key to survive....") The writer does not maintain a consistent point of view, switching back and forth throughout the paper from first person to second ("we" and "you"); this error is considered significant at the high school level. In the second sentence, the contraction "its" should have an apostrophe, as it should also in paragraph 2. The writer refers to "air and water" and "those resources" as "it" rather than "them" and "they." Some internal commas should not be there (the "because" clauses in the last paragraph), and some commas are missing (after introductory clauses). **Spelling of common words** is all right, although there are some misspelled words (breath instead of breathe, effect instead of affect, all together instead of altogether, everyday instead of every day). *And even though it's all right to begin some sentences with a coordinating conjunction (And, So), this paper stretches that tolerance (until recently, it was forbidden!).* Overall, **the writing demonstrates limited control of standard writing conventions**.

Note: This work sample does not meet the standard in the required traits. Although the paper earns a 4 in Organization, the score of 3 in Ideas and Content, Sentence Fluency and Conventions would mean that this paper cannot be used to demonstrate proficiency in the Essential Skill of Writing.

★ Indicates the 4 required traits for the Statewide Writing Assessment or for Work Samples used to demonstrate proficiency in the Essential Skill of Writing.