Facilitator's Packet for Using the Writing Scoring Guide: Level 2 Training for Content Area Teachers



This packet contains the following:

- Facilitator's Agenda
- PowerPoint Slides with Facilitator's notes
- Handouts from Participant Packet
- 3 Sample Student Papers with Score Commentaries
- Common Core State Standards for Literacy in History/Social Studies,
 Science, and Technical Subjects Grades 6 12

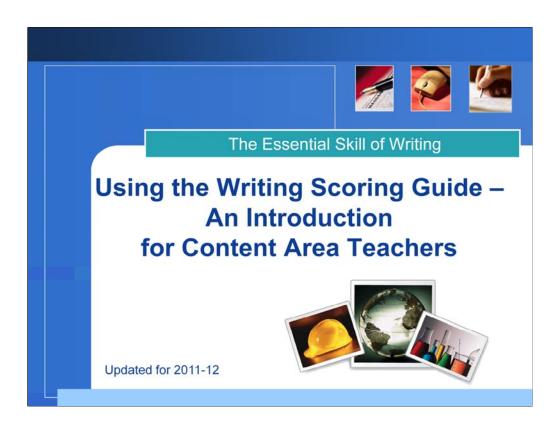
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Essential Skill of Writing: An Introduction for Content Area Teachers AGENDA: 2 ½ to 3 hours

5 -7 minutes	 1. Welcome and Introductions May be done by the host or by the presenter. Focus on making participants feel welcome and let them know what to expect Take care of any housekeeping details Handout: Participant Handout Package
7- 10 minutes Discussion	 2. Most high school students now must demonstrate proficiency in Writing to get a diploma (exception is most seniors who are only responsible for Reading). How can we provide support for this in every content area? [7 - 10 minutes] Try to create an environment where content teachers are open to helping kids – not becoming completely responsible for teaching writing! Materials: Easel with chart paper, white board, or small groups report out.
PowerPoint 40 – 50 minutes (including some interactive discussions or small group activities)	 3. Using the Writing Scoring Guide – An Introduction for Content Area Teachers Materials: Laptop with PowerPoint & projector Participant Packet: contains all handouts referred to in the PowerPoint presentation. Note: "How do students use writing in your classroom?" &/or "How do you grade writing?" Slides provide an opportunity for a discussion or small groups to answer the questions. There are also additional short interactive opportunities provided in the Work Sample Design section of the PowerPoint.
Focused training & paper scoring 30 - 40 minutes	4. Following the PowerPoint Presentation: You have a set of 3 papers to use in training. The purpose is to give an introduction to the writing traits with examples to show the differences between papers that meet the standard and those that don't. Participants will have a very general understanding of the scoring guide at the end of the training, but should feel they can begin using parts of it in their classroom activities and instruction.
	Note: To be well-trained enough to score Writing work samples for Essential Skill/diploma proficiency, participants would need to attend future trainings on 1) Ideas & Content and Organization; 2) Sentence Fluency and Conventions; 3) (optional) Voice and Word Choice.

5 – 10 minutes Optional – 5 – 10	Facilitators have been provided with Commentary for each student paper. These Commentary sheets are not included in the participant's packet, but you may provide them to participants at the end of the session if you wish. 5. Common Core State Standards (CCSS) for Literacy in History/Social Studies, Science and Technical Subjects: Teachers should be aware that the new Common Core State Standards include specific standards for literacy in content areas. In the participant packet is a summary of the 10 standards for writing. In the facilitator packet is the summary and a full set of writing standards and details. Take a few minutes to discuss this and possibly work it into the following optional activities. 6. Brainstorm: What elements of Writing across the Curriculum
minutes	and Writing Work Samples do we want to implement in our
	school and how?
	Materials: Easel with chart paper, white board, or
Outland	small groups report out.
Optional – 10 - 15 minutes	 7. Brainstorm/Discuss: How can we implement using the Writing Scoring Guide in content area classes to help meet student needs and CCSS requirements in our school and district? Materials: Easel with chart paper, white board, or small groups report out.
Optional 5 - 10	Optional Question & Answer or Summary
minutes	
Total = 2 – 2 ½ hours without	
Optional	
activities;	
Total = 3 hours	
with one or more	
optional activities	



This introductory workshop is targeted to content area teachers at the high school level, although it could be used at the middle school as well. There is a separate workshop designed specifically for middle level teachers.

A companion introductory/refresher workshop is available for language arts teachers.

If you have a mixed group of content teachers and language arts teachers, this would be the best workshop format to use, perhaps providing the language arts teachers with the handouts from the companion workshop.



1. Introduce

- Oregon's Writing Scoring Guide
- principles of Writing across the Curriculum
- classroom uses of the Writing Scoring Guide

2. Examine

- student work samples
- Essential Skill Standard for Writing

3. Set the stage for follow-up training

These three goals help set the stage. Be sure that participants know that this is an introductory session and that further training would be needed to score student work samples for the diploma. However, this workshop will give them some tools to use in their classrooms.

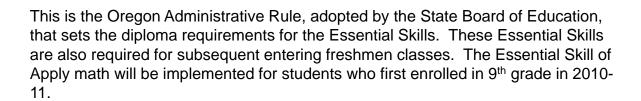
There will be a series of in-depth training sessions available to provide content teachers with the necessary background and calibration to feel confident scoring papers to demonstrate proficiency in the Essential Skill of Writing. Remind participants that they have the PowerPoint slides in their handout to take notes on, if they wish.



OAR: 581-22-0615

For students first enrolled in grade 9 during the 2009-2010 school year, school districts and public charter schools shall require students to demonstrate proficiency in the Essential Skills listed

- (A) Read and comprehend a variety of text; and
- (B) Write clearly and accurately





3 options for diploma requirement

- OAKS Statewide Writing Assessment
 - Score of 40 or higher
- Other approved standardized assessments
 - SAT Writing Assessment score of 460 or higher

For the 2011-13 biennium, students will only be allowed to take the OAKS writing assessment once during their 11th grade year. As a result, many schools will be implementing the use of Work Samples (on the next slide) as an important means of meeting the Essential Skill Graduation Requirement.

On March 11, 2011 the State Board of Education approved the SAT Writing Assessment as the first standardized test approved for proficiency in the Essential Skill of Writing. The minimum score required is 460. The SAT Writing Test is a direct writing assessment. The Assessment of Essential Skills Review Panel, the group that makes recommendations to the State Board for standardized test options, is committed to recommending only tests that include a direct writing component.

For most students the SAT is taken during the senior year and most teachers and students will want to be sure Essential Skill proficiency is taken care of before then. The third option, on the next slide, using work samples will most likely be an important opportunity for many students.



Option 3 – Writing Work Samples

- 2 work samples
- 1 expository or persuasive
- 1 any mode (expository, persuasive or narrative – personal or fictional)
- Score of 4 or higher in 4 traits on Official Scoring Guide

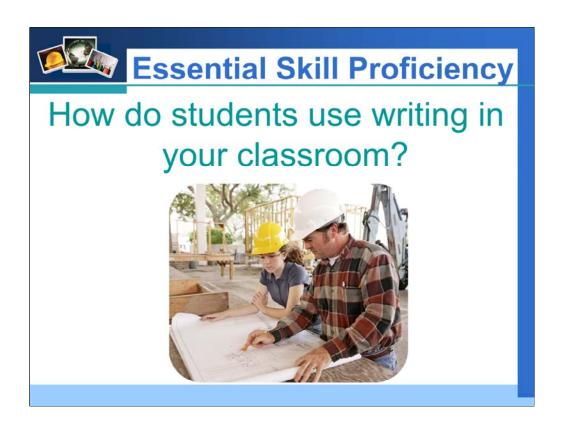




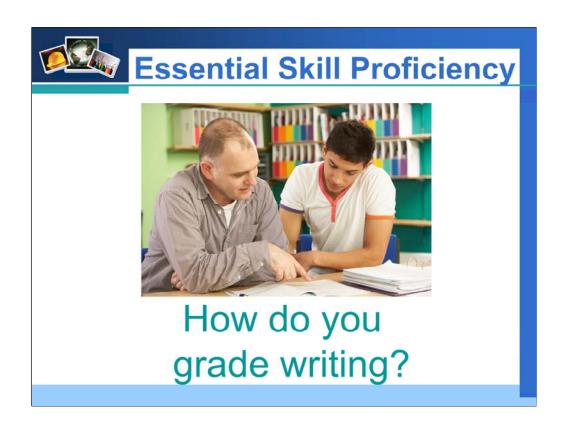
In March 2012, the State Board of Education approved a change to the requirement for writing work samples to be used for Essential Skills proficiency to bring writing into alignment with reading and mathematics.

To demonstrate proficiency in the Essential Skill of Writing using work samples, students must meet all criteria listed here – 2 work samples, one of which must be either expository or persuasive, with scores of 4 or higher in the required traits of Ideas/Content, Organization, Sentence Fluency, and Conventions.

This presentation will cover many important issues for schools who want to implement a planned system for students to use work samples to meet the Essential Skill of Writing proficiency requirement.

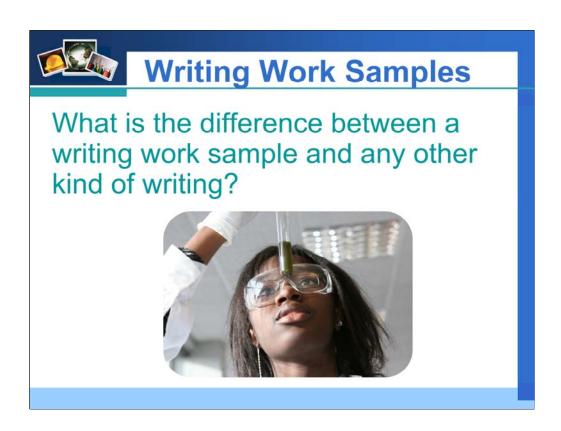


Use this and the following slide for some participant interaction. Either whole group discussion (if your workshop size is small), or break into small groups and report out using chart paper (allow at least 10 minutes) or pair and share and report out loud (allow 5-7 minutes). See facilitator's agenda for details.



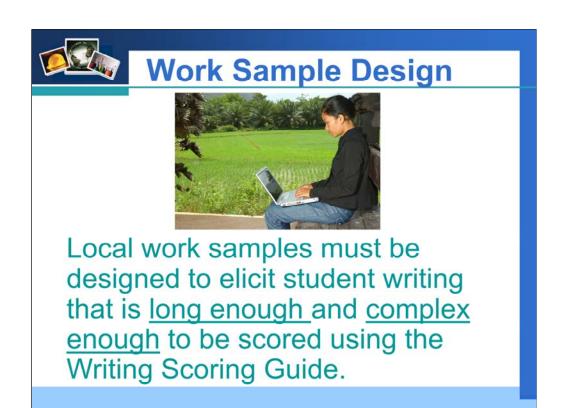
Point out that the scoring guide you are going to share can make the job of reviewing writing easier (particularly if teachers rate only some traits) and provide consistent feedback to students from all their classes.

You can use this as a group activity also, if desired – even splitting the group so that some respond to the previous slide and some to this slide.



The next several slides lay out key differences in types of writing assignments that can be scored and used for essential skill proficiency.

However, all classroom writing activities provide important practice toward successful essential skill work samples as long as students receive consistent feedback.



Key words are long enough and complex enough

Refer to Handout: Guidelines for High School Writing Work Samples (2 pages)



What is long enough/complex enough?

- sustained writing single author
- specific focus & sufficient details
- intro, body, & conclusion to score for Organization
- No length requirement However,
- 1 ½ 2 pages handwritten is about the minimum



Refer to handout: "Tips for Writing Work Samples" in Participant Packet.

This is the ONE resource teachers should keep at their fingertips to answer just about any question about writing work sample requirements.

Review the <u>categories</u> of information on the handout, but go over only the "Design" section--on this slide.

Tell them they'll be referring to the other sections later in the presentation.



Expository Mode:

- Explain problem, process, concept, etc.
- · Analysis of issues, events, speakers, etc.
- Comparison/contrast
- Brief research or response papers (2-3 pages)

Persuasive Mode:

- Essay taking a stand on an issue
- Pro/Con and call to action

Narrative Mode:

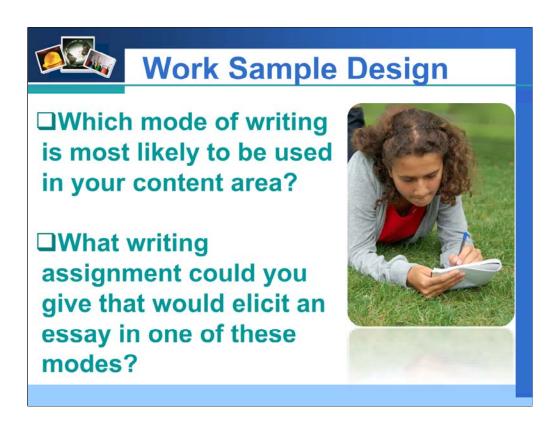
Relating an experience

Ask teachers to identify assignments they currently use that might fit these categories or topics they cover that could be turned into a writing assignment like one of these.

Long research papers complicate scoring and create more potential for plagiarism, intended or unintended.

Persuasive papers also attempt to convince. Papers that acknowledge and respond to opposing points present a stronger argument.

A handout in the Participant Packet shows the modes of writing required in the Common Core State Standards – including standards in literacy for History/Social Studies, Science and Technical Subjects. These modes match Oregon's with slightly different titles and emphasis.



Handout -- "Criteria for Effective Writing Prompts" – highlight some key points; suggest participants refer to this when planning their next writing assignment.

Handouts – "Sample Writing Prompts Across the Curriculum" – ask participants to **check at least two** that they could **use** or **modify** in their classrooms. Report out if time allows.



Refer participants to Handout – "Work Samples: Appropriate Forms and Modes" (in Participant Packet). This slide summarizes the information from the last few slides on one page as a handy reference when planning writing assignments.

Some of the types of assignments on the slide are very good for students to practice writing skills, but they are not good for use as a work sample because they tend to be too short and sometimes simplistic.



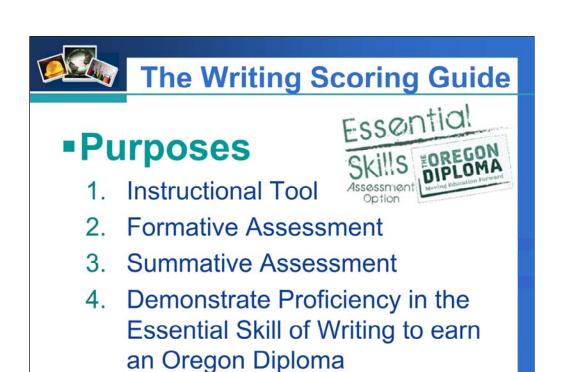
Background

- Developed in Oregon by Oregon Teachers
- Introduced in late 1980's
- Reviewed and Updated Frequently
- State Assessment since early 1990's
- Authentic Assessment
- Strongly tied to instruction
- High inter-rater reliability
- National recognition

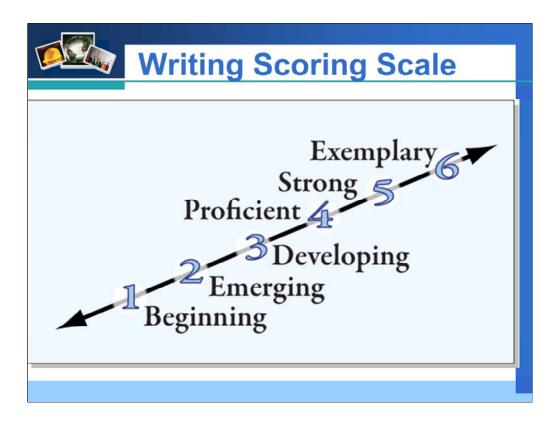


Bring out your sales skills! Oregon has lots of reasons to be proud of our scoring guide and to recognize that it can be an important classroom tool for instruction, formative assessment, and summative assessment.

Refer to the Scoring Guide in the Participant Packet. The packet contains the "Portrait" version of the Scoring Guide because it allows for easy comparison of the 3 and 4 score level, which is the most critical to understand. It can also be found online at http://www.ode.state.or.us/search/page/?id=32.



Focus participants on different ways they can use the scoring guide to support writing improvement for students. This will ultimately lead to more students meeting the Essential Skill requirement on the OAKS assessment or on work samples.

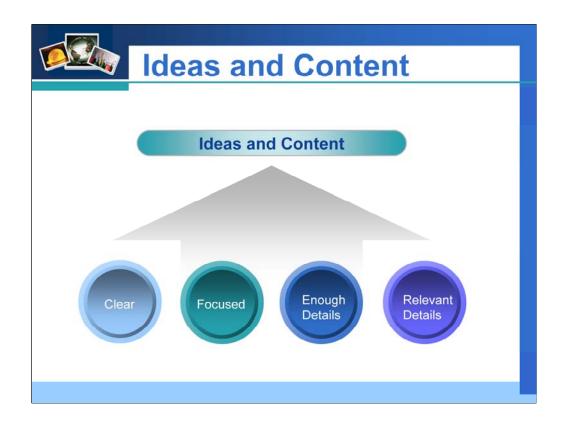


This is intended to be a visual of the scoring categories. Remind them that the scoring guide contains detailed descriptions of each level for each of the six writing traits.

Point out that the lower end of the scale refers to writers who are beginning, developing etc. Intent is not to categorize the student, but to identify the stage of a single piece of writing on a continuum.

Six Writing Traits	
1. Ideas and Content *	
2. Organization *	
3. Voice	
4. Word Choice	
5. Sentence Fluency *	
6. Conventions *	
* Must meet score of 4 for proficience	у

Point out that the traits with an asterisk are required for Essential Skill proficiency. . However, giving students feedback on Voice and Word Choice in classroom assignments and formative assessments will increase the liveliness and interest of their writing.



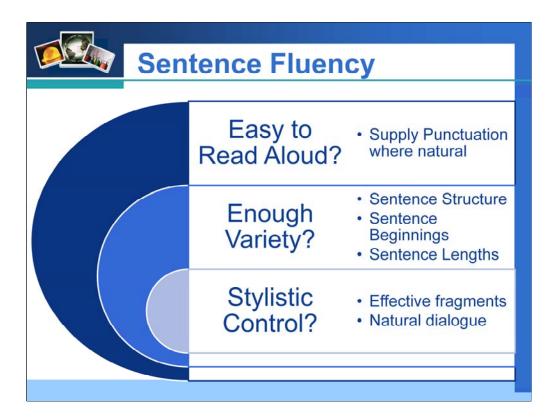
Each of the following slides gives a broad overview of the components of each trait.

You may want to have participants look at the description of a score of 4 on the Official Scoring Guide (portrait version) as you go through these slides and highlight or comment on key descriptors.

These 4 elements reflect the major concepts in Ideas and Content.

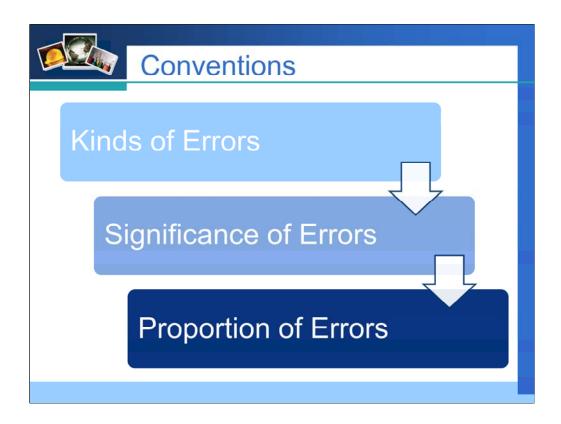


Basic organization – most teachers feel pretty comfortable with this trait. Some students may have more sophisticated organizational structures, but a nice basic organization is all that is required at the score of 4.



Many teachers feel a little uncomfortable with this trait.

Point out the sequence – first, is the writing easy to read (ignore punctuation errors and read aloud)? Second is there variety or do you notice most sentences starting the same way, being simple declarative sentences or does the writer vary beginnings, ask questions, etc.? Stylistic control is last issue here and teachers can address it to the degree they themselves feel comfortable.



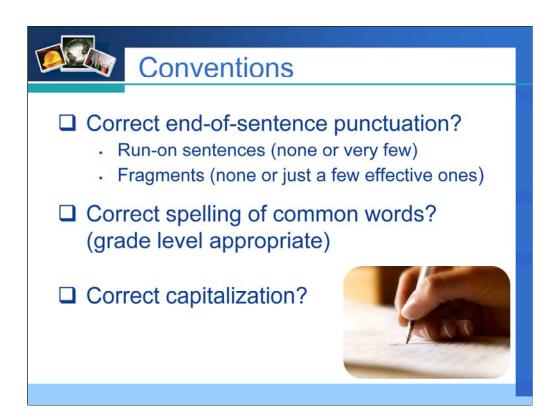
Facilitator – use the information below to firm up your understanding of the different issues here, but remember that content teachers don't want a lot of detail about conventions – at least at this overview level of workshop

Kinds of errors – are errors occurring when using more sophisticated conventions, or are the errors ones you would expect most high school students to have mastered in grade school or middle school, such as run-on sentences or misspellings of common words?

Significance of errors – How important are these errors at the high school level? Some are more significant than others. For example, run-on sentences are very significant, as are misspellings of common words. However, at the 10th grade level, noun/pronoun agreement is NOT considered a significant error; it is a minor error. (An example of the latter: "The principal announced that EACH STUDENT should get THEIR backpacks from THEIR lockers.") (The Guidelines chart--the one with different conventions expectations for different grade levels--will help make this determination. It says "Correct end-of-sentence punctuation," but says only "general control of noun/pronoun agreement.")

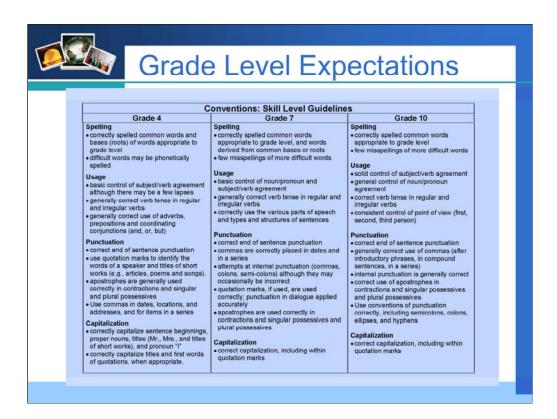
Proportion of errors is important as it relates to overall text length and complexity

– a longer, more sophisticated paper may be forgiven a few errors,
where a short, 1 page simple paper with end of sentence punctuation or
basic capitalization errors would not. Proportion of Errors in relation to
overall text length and complexity: How many errors occur in proportion
to the amount and complexity of the writing? For example, a dense, twopage, complex paper with two or three ineffective sentence fragments
might still meet the standard (depending on the nature and frequency of
other errors), whereas a shorter, one-page paper with large handwriting



Most teachers feel pretty comfortable with the list above.

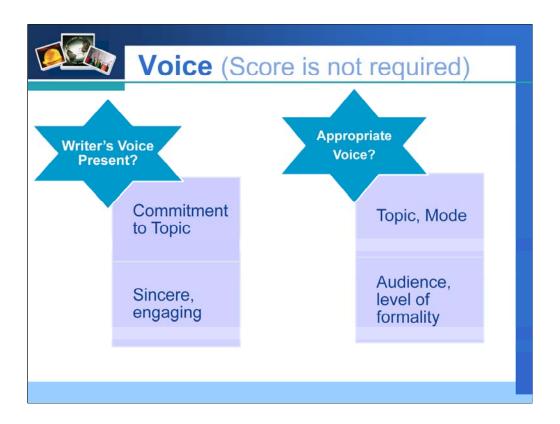
It is when English teachers expect them to catch more sophisticated internal punctuation or structural errors that content teachers want to skip conventions.



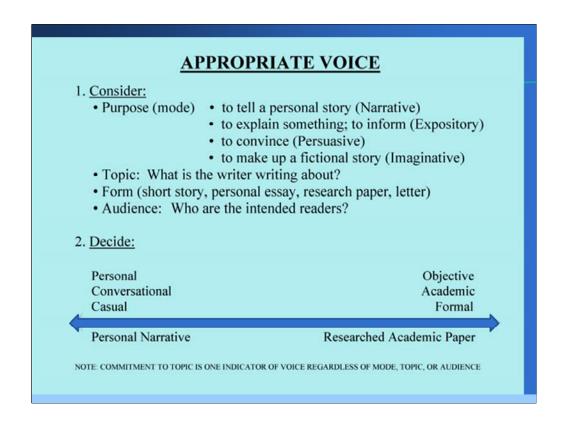
Point out that there are different grade level expectations for each trait and especially for conventions. Also note that we are scoring "usage" not "grammar" – students ability to use standard English in writing not the ability to name parts of speech. Participants will receive this handout if they take the more in-depth scoring training.

For facilitator background, specific expectations for each trait/each grade level can be found on ODE website at:

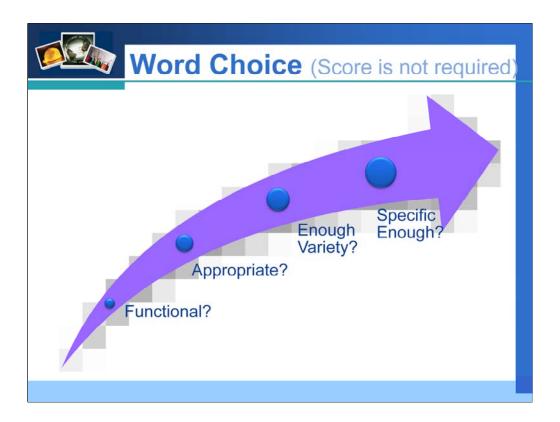
 $\underline{\text{http://www.ode.state.or.us/wma/teachlearn/testing/dev/testspecs/asmtwrtestspecsh}} \\ \underline{\text{s_0910.pdf}}$



Although voice is not a required trait for the Essential Skills, it is what makes writing lively and interesting. Giving students a score for voice provides good feedback about how their writing impacts the reader and may provide some motivation for students to think about audience when writing.



This page give some additional info about voice, including the fact that if students are writing a more formal paper, the voice should be more objective and academic. This handout will be included in the in-depth training materials.

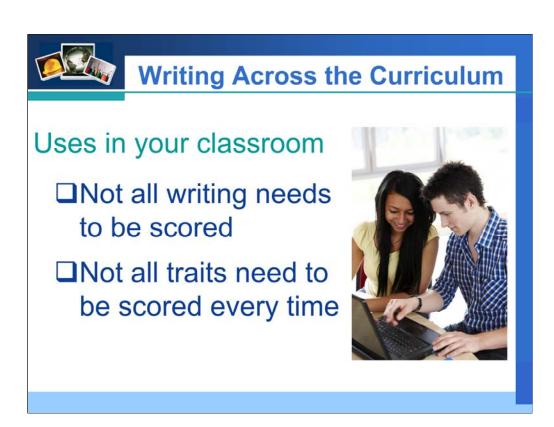


Again, this trait is not required. Some teachers may not feel confident about this trait or may not see its value. Point out that raters are not looking for students who know how to use a thesaurus, but for good specific language rather than vague terms. "The difference between the almost right word & the right word is really a large matter--it's the difference between the lightning bug and the lightning." Mark Twain



Briefly walk through each stage of the writing process. Encouraging students to use these steps will likely produce better writing. Consistent use of these terms across the curriculum also helps students to see importance.

Teachers do not need to provide time for or require evidence of each stage for every assignment, but including some emphasis on the process and allowing some time when working on big assignments, helps to reinforce importance of writing. Following slides will give some suggestions for using the scoring guide in writing process and across the curriculum.



Really important to reassure content teachers that they can contribute to the improvement of writing in their school without taking on the full responsibility of becoming "a writing teacher."



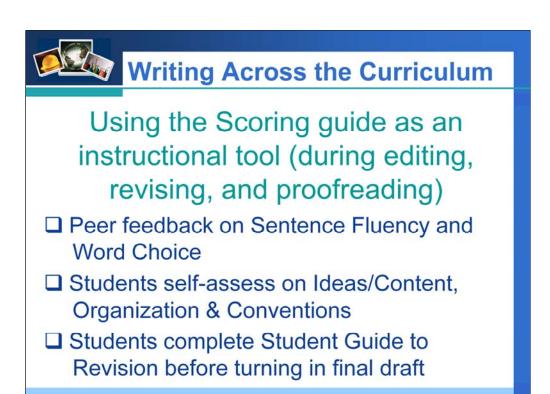
Writing Across the Curriculum



Using the Scoring Guide as an instructional tool (during prewriting, drafting)

- □ Set expectations for writing activity
- □ Teacher or peers give feedback during rough draft stage on ideas/content & organization

These are examples teachers can easily implement – give their students the Student Language Version of the Scoring Guide (in Participant Packet) when the assignment is given and tell them their grade will be based on two or three (or more) of the traits.

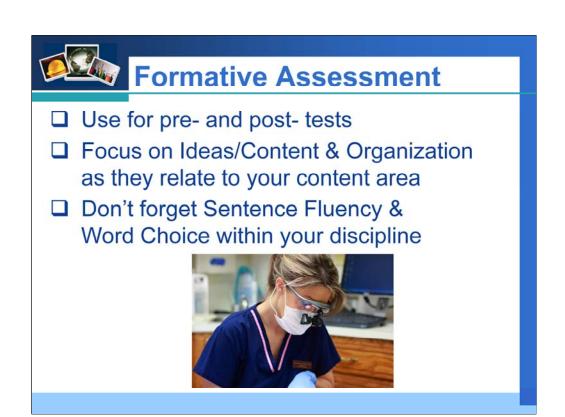


Refer to Handout: "Student Language Scoring Guide: High School Condensed Version" (in Participant Packet)

GREAT resource for use with students in classroom--ONE PAGE front and back-can be used in many activities such as those suggested here

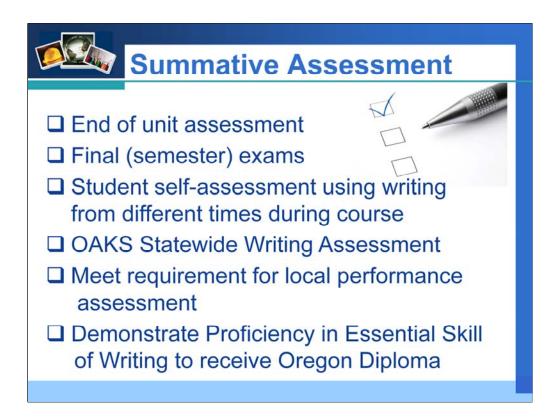
Refer to Handout: "High School Guide to Revision" for final bullet (in Participant Packet).

Students can exchange papers or do a self-rating if given time in class. Teachers can also ask students to fill out the High School Guide to Revision and turn it in (along with a self-rating) with the final paper. Creates some accountability for students to examine their writing.



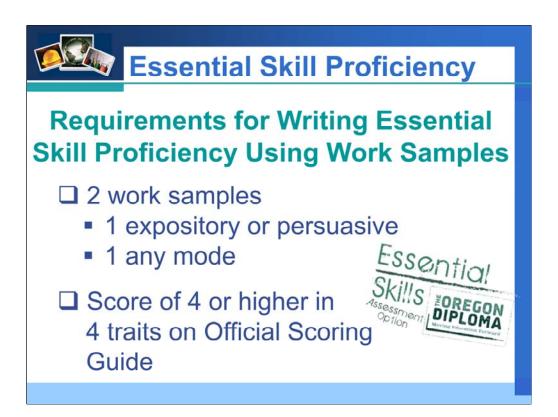
Here is where teachers can use the scoring guide literally – Highlight a score and several bullets indicating what a student did right on a given writing assignment. Can the student raise his/her grade by revising and improving?

Some teachers like to use a quarter sheet of paper with all the traits listed in sequence (provided in Participant Packet). Then the teacher writes score next to those rated. Can also ask student to rate him/herself before teacher sees paper.



These are the many ways the Writing Scoring Guide can be used for summative assessment.

Bullet #3 refers to the idea of keeping samples of a student's writing during a semester or year and then returning several papers from different times as a packet to show both teacher and student the growth over time.



This is summary reminder of the requirements for a student to demonstrate mastery of the Essential Skill of Writing using work samples. (repeated from earlier in the presentation)

Question to group is "How is our school set up to help students succeed with this?"



Refer to Handout – "Incorporating the Writing Process" (in Participant Packet) -- stress **quality** and time investment vs. **quantity** of work samples.

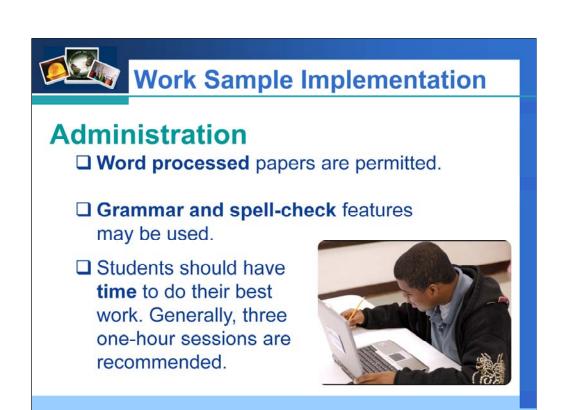
One quality writing assignment per semester in every content area class would make a big difference in student writing. Summarize example of process on handout.



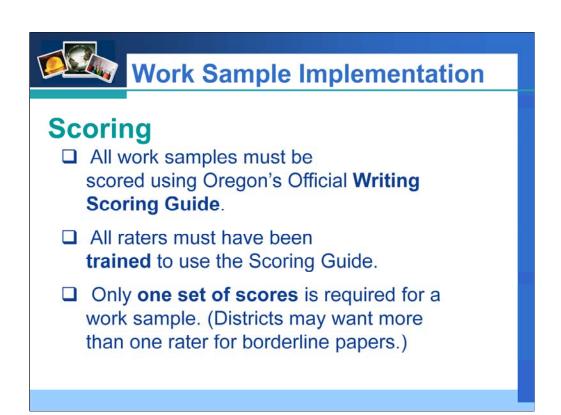
Students should be allowed **ample time** to do their best work. Generally, three one-hour sessions are recommended.

According to Appendix M of the 2011-12 Test Administration Manual, students may use outside resources for one of the three writing work samples (as in a research paper), but the student must then provide additional evidence that the work is his/hers alone.

http://www.ode.state.or.us/search/page/?=486 Select Appendix M

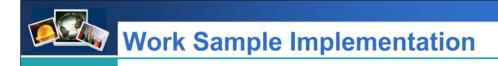


Reminders that students may use word processors with grammar and spell check features. One issue to consider is how to keep work in progress secure so that students cannot access it from outside the supervised setting.



Teachers who rate student work samples for the purpose of demonstrating proficiency in the Essential Skill of Writing, must be well-trained in using the scoring guide. Additional workshops will be available for those who wish to do this.

Also, a reminder that only one rater is required. However, a number of districts are considering having two raters for papers that are in the 3-4 range.



Feedback and Revision

FEEDBACK: Only 2 options

- 1. Oregon's Official Scoring Form
- 2. Highlighting Oregon's Scoring Guide

STUDENT REVISION:

- Students are allowed to revise and resubmit their work samples following scoring/feedback.
- 2. Most papers should be revised only once.

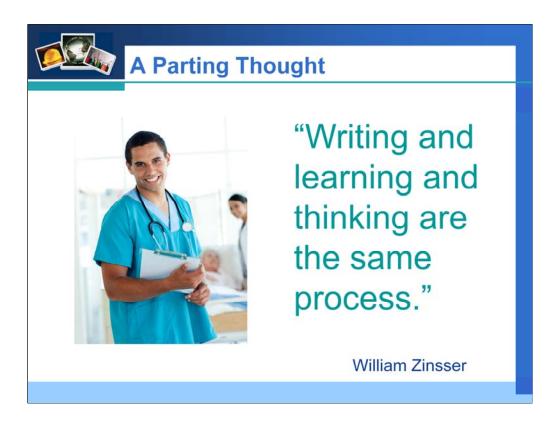
Students may receive feedback after a work sample has been scored and they may revise the work sample (in a supervised setting) and resubmit it to be scored again. Typically, this would be offered to students whose paper nearly meets the standard of all 4's rather than for papers in the 1 & 2 range where more instruction may be needed.

Refer to Handout – Writing Scoring Form (in Participant Packet)



Please adjust this slide to reflect your information. You can either list dates if you have specifically scheduled future workshops, or you can leave it blank with just "Follow-up workshops" and indicate that additional workshops are available on request or will be scheduled later.

Put your contact information or someone else participants can contact with followup questions etc.



Asking students to do more writing in content area classes will not only improve their writing, it will improve their learning of the content.

William Zinsser is a journalist and the author of <u>On Writing Well</u> which is an excellent book about what quality writing looks like in various fields of study, business, science, sports, history, etc.

This slide provides a nice closing and a focal point if you plan to have some Q & A before going into scoring student papers.

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 two 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. Two for Writing Essential Skill proficiency (one expository or persuasive; one any mode)

♦ Modes (purposes for writing):

- expository (to explain)
- •persuasive (to convince)
- •narrative (to describe an experience or event real or imagined)

♦ 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 M of the 2011-12 Test Administration Manual contains more information http://www.ode.state.or.us/wma/teachlearn/testing/admin/2011-12 appendix-m.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.

Tips for Writing Work Samples



DESIGN

Writing work samples must be designed so that they have the potential to elicit the following essential characteristics:

- Sustained writing by a single author
- Sufficient length to demonstrate proficiency in each trait (1 1/2-2 pages seem minimal)
- Sufficient complexity to score each trait
- A targeted mode: expository, persuasive, and narrative or imaginative
- Highly recommended: build a writing process into the work sample design
- Highly recommended: integrate work samples into the regular curriculum, as opposed to separate, stand-alone assessments

ADMINISTRATION

- All work samples must be supervised by an authorized adult; students may not work outside this supervised setting.
- Students may use word processors.
- Grammar and spell-check features on a word processor may be used.
- Students should be allowed ample time to do their best work. Generally, three sessions of about 1 hour are recommended.
- One of the three writing work samples may be a research-based paper for which outside resources are used. However, districts are responsible to assure that the work remains the student's own writing.

SCORING

- All work samples must be scored using Oregon's Official Writing Scoring Guide.
- All raters must have been trained to use the Scoring Guide.
- Only one set of scores is required for a work sample. (Districts may want more than one rater to score borderline papers.)

FEEDBACK

Two options ONLY for feedback:

- 1. Scores and highlighting using Oregon's Official Writing Scoring Guide
- 2. Oregon's Official Scoring Form for Writing

STUDENT REVISION

• Students are allowed to revise and resubmit their work samples following scoring and feedback. In general, one opportunity for revision will be sufficient. In rare situations, when only a little further revision may result in a proficient work sample, students may be allowed an additional opportunity for revision at the district's discretion.

Criteria for Effective Writing Prompts

An effective writing prompt should have the following characteristics:

- 1. Use clear and concise wording.
- 2. Plainly identify the student's task.
 - State the mode or purpose for writing. Use "clue" words such as "explain" for expository; "convince" or "persuade" for persuasive; "tell a true story" for narrative; or "make up a story" for imaginative. (Remember that for the purpose of demonstrating proficiency in the essential skill of writing, students must complete one expository, one persuasive and one narrative or imaginative writing piece.)
 - Give additional directions such as "compare and contrast," "explain the process," "discuss the causes and effects," "explain the advantages and disadvantages," etc.
- 3. Provide an open-ended opportunity. Students will be more successful if they have "mental elbow room." (e.g., "Think of an issue in contemporary health and wellness that concerns you..." rather than "Explain why everyone should avoid junk food.")
- 4. Make connections to previous learning, when possible.
- 5. Address experiences and interests common to students at the particular grade level.
- 6. Be free from bias (i.e., not provide advantages to students who have had a broader range of life experiences, access to more technology, etc. For example, do not assume that all people take family vacations, have access to the Internet, etc.).
- 7. Respect students' privacy (avoid highly personal, private issues).
- 8. Encourage fresh, original thinking/new student learning. Avoid hackneyed and overused topics. (You might even consider eliminating certain overused, value-laden topics such as abortion, the death penalty, gun control, etc. These are important issues that students need to think through, but by high school, they have often written about them several times and their thinking is rarely fresh.)

Potential Pitfalls

- 9. Sometimes it helps to stimulate student thinking by providing a few examples of topics that the prompt could encompass (e.g., in health: sleep deprivation, binge drinking, weight training for sports, healthy dieting etc.). However, this may also lead to more students selecting one of the examples rather than thinking of something else.
- 10. Do not rely on student's prior knowledge unless the prompt is embedded in the curriculum and all students have been exposed to the same information.
- 11. Do not select a topic with a "built-in" answer; the prompt should be an invitation to demonstrate writing and thinking skills, so the student should be able to show the ability to focus and explore a topic.
- 12. Do not suggest or require a specific formula for organization; if so, the work sample would not be valid for scoring the trait of Organization.
- 13. Be aware of ELL and IEP students. Be ready to explain the prompt to all students when assigning it, but to be sure these students understand the task.

Sample Writing Prompts across the Curriculum

It is not necessary or even advisable to require *research papers for work samples. An essay of about two pages works well. Following are some examples of writing prompts from different content areas. Teachers are encouraged to adapt these ideas to fit their subject area and current unit of study. Words that are all caps and bold face prompt students toward an expository, persuasive or narrative response.

Health

• Choose an area of health and wellness that concerns you. Write a paper that takes a stand on the issue and tries to CONVINCE others to agree with you. (Examples: head injuries in football, funding for school nurses, the importance of sleep for teens, healthy dieting, weight training for sports, a local community health issue, or any other health issue that concerns you.)

Biology:

• Focus on an issue that is very much alive and controversial in biology today (e.g., the safety of mass produced eggs, an aspect of genetic engineering, the "dead zone" off Oregon's coast, hatchery-raised fish vs. native salmon runs, regulating off-shore oil drilling). Take a position on the issue and write an essay to CONVINCE others to agree with you.

Tech. Lab:

• You have now used several different kinds of woods to build furniture. Write an essay that **EXPLAINS** the advantages and disadvantages of each kind in furniture construction. (Could become a persuasive essay if students were asked to convince the reader that a certain type of wood is best for a certain purpose.)

Music:

Choose a kind of music that is new for you. Listen to some of that music and do some research on both its history and what defines it today. Write a paper that **EXPLAINS** your findings. (Examples include bluegrass, gospel, flamenco, rap, jazz, rhythm and blues, Cajun, gypsy, klezmer, or any other kind of music that is new for you.)

Art:

Choose one art form that we have studied recently. Write a paper that **EXPLAINS** processes and uses of that art form.

U.S. History:

- We are about to view two documentaries on the Civil War. Take a few minutes to choose a topic below and then take a few notes to help you as you watch the films. You will be provided with a Venn diagram, to help you sort out your notes. Then, write an EXPOSITORY essay that compares and contrasts ONE of the following aspects of the two films:
 - their themes or messages
 - the effectiveness of the graphics and visual images
 - the effectiveness of the narrator and people interviewed
 - the effectiveness of the music and sound effects
 - some other aspect of the documentaries (approved by the teacher)

- The prompt above could become a persuasive work sample by asking students to decide which film was more effective in the aspect chosen and then convince others to agree. (It may help to watch the films twice.)
- We have just studied the Civil Rights Movement. Choose one person other than Martin Luther King, Jr. whom you consider important to that movement. Write a paper that EXPLAINS why you think that person was so important, focusing on specific contributions--OR choose one event that you think was important. EXPLAIN what happened and why it was so important.

Government / Civics (during an election campaign of any kind):

• This November there will be a measure on the ballot to provide funding for our town's library. Research that issue and decide which side you support. Then, write a paper to CONVINCE others to agree with your position. (Could be adapted to any election for a ballot measure or an office--or let students choose from among several measures or positions up for election.)

Language Arts (two prompts per mode):

- You may have heard the expression, "Experience is the best teacher." Think of an experience or situation in which you either learned something or taught something to someone else. **EXPLAIN** what was learned or taught by this experience.
- Think of something you do well—anything at all. **EXPLAIN** how to do this so clearly that your reader will understand just what it takes to be good at this activity.
- Think about one change you would make in your community. What would the change be, and why should it happen? Write a paper to CONVINCE others to agree with you.
- People are always looking for ways to improve schools, and some of the best ideas come from students. Think of ONE change you could propose that would make your school better. Write a paper to CONVINCE others to agree with you.
- Remember a time when you faced a challenge. You may recall a difficult problem, competition, or task you had to face. TELL A TRUE STORY about what happened.
- Think about a time in your life that involved ONE of the following: discovery, surprise, OR survival of one kind or another. TELL A TRUE STORY about what happened.

*Note about student access to outside resources: such access is allowed for ONLY ONE of the three required work samples. A research component could be built into any of the example prompts above.

ARGUMENTATIVE/PERSUASIVE

Write arguments to support claims in an analysis of substantive topics or tests, using valid reasoning and relevant and sufficient evidence.

- Introduce precise, knowledgeable claim(s)
- Distinguish the claim(s) from alternate or opposing claims
- Create organization that establishes relationships among claims and/or counterclaims
- Develop claims/counterclaims thoroughly with relevant evidence
- Point out strengths and limitations of claims/counterclaims using awareness of audience's knowledge, concerns, values and beliefs
- Use words, phrases and clauses to link sections of the text and clarify the relationships between claim(s), reason(s), and evidence
- Establish formal style while attending to conventions of writing
- Provide a concluding statement or section that follows from and supports the argument presented.

INFORMATIVE/EXPLANATORY

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content

Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia

Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations

Use appropriate, varied transitions to link major sections of the text and clarify relationships among ideas and concepts

Use precise language and domain-specific vocabulary

Establish formal style while attending to conventions of writing

Provide a concluding statement or section that follows from and supports the information or explanation presented

NARRATIVE

Write narratives to develop *real* or *imagined* experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- Engage and orient the reader by setting out a problem or situation and its significance
- Establish one or multiple point(s) of view, introduce a narrator and/or characters
- Create a smooth progression of events
- Use narrative techniques, such as dialogue, pacing, description, reflection, to develop experiences, events, and characters
- Use a variety of techniques to sequence events and create a particular tone/outcome
- Use precise words, phrases, details and sensory language to convey a vivid picture of the events, setting and/or characters
- Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative

Research

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation.

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Ideas and Content

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

- 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.

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

- 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.

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

- 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.

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

- 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.

2

Main ideas and purpose are somewhat unclear or development is attempted but minimal. The writing is characterized by

- 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.

1

The writing lacks a central idea or purpose. The writing is characterized by

- 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.

Organization

6

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

- 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.

5

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

- 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.

4

Organization is clear and coherent. Order and structure are present, but may seem formulaic. The writing is characterized by

- 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.

3

An attempt has been made to organize the writing; however, the overall structure is inconsistent or skeletal. The writing is characterized by

- 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.

2

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

- 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.

1

The writing lacks coherence; organization seems haphazard and disjointed. Even after rereading, the reader remains confused. The writing is characterized by

- 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

6

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

- 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.

5

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

- 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.

4

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

- 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.

3

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

- 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.

2

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

- 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.

1

The writing seems to lack a sense of involvement or commitment. The writing is characterized by

- 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.

Word Choice

6

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

- 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.

5

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

- 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.

4

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

- 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.

7

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

- 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.

2

Language is monotonous and/or misused, detracting from the meaning and impact. The writing is characterized by

- 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.

1

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

- 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.

Sentence Fluency

6

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

- 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.

5

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

- 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.

4

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

- 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.

3

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

- 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.

2

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

- 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.

1

The writing is difficult to follow or to read aloud. Sentences tend to be incomplete, rambling, or very awkward. The writing is characterized by

- 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.

Conventions

6

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

- 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.

5

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

- 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.

4

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

- 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.

3

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

- 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.

2

The writing demonstrates little control of standard writing conventions. Frequent, significant errors impede readability. The writing is characterized by

- 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.

1

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

- 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.

Citing Sources (For use on classroom assignments requiring research)

6

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

- 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.

5

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

- 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.

4

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

- 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.

3

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

- 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.

2

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

- 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.

1

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

- 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.

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Student Language Scoring Guide: High School Condensed Version

5/6: STRONG The paper is usually longer and more complex. It shows strong writing skills.	4: SOLID The paper is long enough to show what 10 th Graders should be able to do.	3: ALMOST THERE The paper is not long enough, or it has some problems.	2/1: NEEDS WORK The paper is much too short, or it has significant problems.				
 5/6 IDEAS: STRONG Purpose and main ideas: interesting; stand out; clear and focused Supporting details: many strong, rich, specific details explain the main ideas; interesting balanced, in-depth, focused seem carefully chosen for audience and purpose Writer shares new understandings Outside resources, if used: provide strong, accurate, believable details Writing holds the reader's attention	Purpose and main ideas: clear, focused, easy to understand Supporting details: 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 Writer may share new understandings Outside resources, if used: provide accurate ideas and supporting details	Purpose and main ideas: clear, easy to understand Supporting details: 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 movies Outside resources, if used: provide accurate ideas and supporting	Purpose and main ideas: not very clear; reader may have to guess at what they are Supporting details: 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 The reader can follow the writing easily; ideas and details are placed in an order that moves the reader right along Beginning: inviting; makes the reader want to keep reading Ending: satisfying Connecting words and phrases: smooth; effective; make the writing easy to follow from one part to next Paragraph breaks: used effectively Writing may follow a formula, but it is graceful, skillful, and subtle 	 4 ORGANIZATION: SOLID The reader can follow the writing; ideas and details are placed in an order that makes sense Beginning: can be identified; enough to make up at least one paragraph Ending: can be identified; enough to make up at least one paragraph Connecting words and phrases: help the reader follow from one part to the next Paragraph breaks: are there; helpful Writing may follow a formula (such as the classic "five-paragraph essay") 	3 ORGANIZATION: ALMOST THERE • The reader can follow the writing most of the time, 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 • Beginning: too short or too obvious • Ending: too short or too obvious • Connecting words and phrases: same ones may be used too often (and, so, but, then); points may be numbered • Paragraph breaks: some may be there	 2/1 ORGANIZATION: NEEDS WORK The reader has a hard time following the writing and may be confused often; ideas and details are not in an order that makes sense Beginning: may not be there, or is much too short Ending: may not be there, or is much too short Body: may not be there, or is much too short Paragraph breaks: may not be there 				
 VOICE: STRONG Commitment to topic: the writer seems very committed Appropriateness of voice, considering topic, audience, purpose: very appropriate; writer is personal or more objective Other indications: very sincere, 	VOICE: SOLID Commitment to topic: the writer seems committed Appropriateness of voice, considering audience and purpose: a voice is present; the writing is personal enough or objective enough most of the time	VOICE: ALMOST THERE Commitment to topic: the writer seems somewhat committed Appropriateness of voice, considering audience and purpose: not appropriate much of the time; too personal and not objective enough or not personal enough	 2/1 VOICE: NEEDS WORK Commitment to topic: the writer does not seem interested in the topic or involved with the reader Appropriateness of voice, considering audience and purpose: the writing may seem lifeless and flat 				

• Other indications: when

appropriate, sincere, lively,

expressive, engaging, funny

• Paper may not be long enough to

show the ability to maintain an

appropriate voice

Other indications: very sincere, lively, exciting, suspenseful,

• Reader may feel a strong connection

expressive, funny

with writer

5/6: STRONG

The paper is usually longer and more complex. It shows strong writing skills.

5/6 WORD CHOICE: STRONG• Kinds of words: strong, specific,

- accurate, interesting; also natural and not overdone; ordinary words used in an unusual way: words energize the
- Variety: rich, broad range of words
- Slang, if used: effective(as in dialogue)
- Descriptive or figurative language: may create clear images in reader's mind
- Appropriateness for audience, purpose: very appropriate; carefully chosen words

4: SOLID

The paper is long enough to show what 10th Graders should be able to do.

4 WORD CHOICE: SOLID

- Kinds of words: words that work; get the meaning across
- Variety: variety of words used
- Slang, if used: does not seem to be used on purpose (as it might in dialogue).
- Descriptive, figurative, or technical language, if used: may seem overdone or overused once in a while
- Clichés: avoids overused phrases, sayings, and expressions most of the

3: ALMOST THERE

The paper is not long enough, or it has some problems.

3 WORD CHOICE: ALMOST THERE

- Kinds of words: many are too general; not specific; once in a while, a wrong word may be used; in places, may not be appropriate for audience and purpose
- Variety: not much variety; some words may be repeated too often; paper may not be long enough to see enough variety
- Clichés: may be extensive use of overused phrases, sayings, or expressions

2/1: NEEDS WORK

The paper is much too short, or it has significant problems.

2/1 WORD CHOICE: **NEEDS WORK**

- Kinds of words: many or most are too general and vague; not specific; or inaccurate
- Misused words: there may be so many wrong words that the reader has trouble figuring out what the writer is trying to say
- Variety: little variety; words may be repeated over and over

5/6 SENTENCE FLUENCY: STRONG:

- Overall: writing is very easy to read outloud; a fluent, natural sound, with one sentence flowing into the next; much variety in sentences makes the writing more interesting
- Sentence beginnings: sentences begin in many different ways
- Sentence lengths: some short, some medium, some long
- Sentence patterns: variety of patterns
- Dialogue, if used: sounds natural.

4 SENTENCE FLUENCY: SOLID

- Overall: writing is easy to read out loud; sounds natural; variety of sentence beginnings, lengths, patterns
- Sentence beginnings: most sentences begin in different ways
- Sentence lengths: some sentences are shorter; some are longer
- Sentence patterns: sentences have different patterns
- Dialogue, if used: most sounds natural

SENTENCE FLUENCY: ALMOST THERE

- Overall: some parts are easy to read outoud; other parts are more difficult, and the reader may have to slow down or re-read; may not be enough variety in sentences
- Sentence beginnings: some begin in the same way, although some are different
- Sentence lengths: many sentences may be about the same length
- Sentence patterns: many are the same, although some are different
- Dialogue: may not sound natural

2/1 SENTENCE FLUENCY: NEEDS WORK

- Overall: difficult to read out loud: thereader has to slow down or re-read because of the way sentences are
- formed Sentence beginnings: many begin the same way
- Sentence lengths: most may be about the same length—either short and choppy or long and rambling
- Sentence patterns: may be repeated over and over
- Order of words: mixed up; confusing

5/6 CONVENTIONS: STRONG

- Sentences: end where they should with the correct punctuation mark; no runons, commas splices, or fragments
- Spelling: even difficult words correct
- Verb tense & point of view: consistent Dialogue: punctuated correctly
- Capitalization: correct
- Punctuation within sentences: correct
- Errors: may be a few minor errors
- Variety: wide range, usually in a longerand more complex paper (for example, colons, semi-colons, parentheses, many different uses of commas, dialogue, dashes, hyphenated words)

CONVENTIONS: SOLID

- Sentences: end where they should with the correct punctuation mark: few if any run-ons, comma splices, or fragments
- Spelling: common words correct
- Verb tense & point of view: consistent
- Any dialogue: punctuated correctly
- Capitalization: correct
- Punctuation within sentences: sometimes incorrect
- Errors: some errors, but few major errors; the most important rules are followed most of the time
- Variety: not wide range, but paper is long enough and just complex enough to show solid 10th Grade skills

3 CONVENTIONS: ALMOST THERE

- Sentences: most end where they should with the correct mark, but some do not; some run-ons, comma splices, fragments
- Spelling: some common words incorrect
- Verb tense & point of view: may be inconsistent
- Dialogue: may be some errors
- Capitalization: may be some errors
- Punctuation within sentences: errors Errors: more errors; some are basic
- Variety: in some papers, conventions may be correct, but paper is not long enough or is too simple to show solid 10th Grade skills

2/1 CONVENTIONS: NEEDS WORK

- Sentences: most do not end where they should with the correct punctuation mark; many run-ons, comma splices, fragments
- Spelling: many common words may be incorrect
- Capitalization: may be many errors
- Grammar: may be many basic errors
- Errors: so many basic errors that the reader has a hard time figuring out what the writer is trying to say

GUIDE TO REVISION

High School Version
Use the checklist below to help you revise your rough draft before you copy it into your writing folder.

IDEAS AND CONTENT	WORD CHOICE
□□ My paper has a clear purpose or makes	□□ The words I choose will make my
a point.	meaning clear.
□□ I choose clear details and examples to	□□ My words paint a picture in the reader's
help the reader understand my	mind.
message.	□□ I have tried to find my own way to say
□□ I stick to the main idea. I leave out	things.
details that do not matter.	□□ Sometimes I have tried to say
□□ I am writing about something I know.	something in a new or different way.
ORGANIZATION	SENTENCE FLUENCY
□ My introduction would make a reader	□□ My sentences make sense. They are
want to keep reading.	clear.
□□ I tell things in an order that makes sense	□□ I vary the length of my sentences.
and I begin paragraphs in the	□□ Sentences begin in different ways.
appropriate places.	(They do NOT all begin with the same
□□ Details in my paper go together.	words.)
□□ My paper ends in a good spot. It doesn't	□□ My paper would be easy to read out
stop suddenly or drag on too long.	loud.
<u>VOICE</u>	CONVENTIONS
☐ My writing shows what I really think and	□□ My capitalization and punctuation
feel.	are correct.
□□ I like what I have written.	□□ I have used correct grammar which
□ My writing sounds like me, and not like	contributes to the clarity of my
someone else.	paper.
□ I have thought about my reader. I have	□□ I have checked the spelling of the
tried to make my writing clear to the	words I am unsure about.
reader.	□□ I have proofread my paper.



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Writing Scores

Writing Scores	Writing Scores
Ideas & Content	Ideas & Content
Organization	Organization
Sentence Fluency	Sentence Fluency
Conventions	Conventions
Voice	Voice
Word Choice	Word Choice
Writing Scores	Writing Scores
Ideas & Content	Ideas & Content
Organization	Organization
Sentence Fluency	Sentence Fluency
Conventions	Conventions
Voice	Voice
Word Choice	Word Choice

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Incorporating the Writing Process in Work Samples or Classroom Activities

The following are some suggestions to make the writing process part of a classroom writing assignment or work sample opportunity.

Pre-writing: Allow time for students to gather and/or develop specific, relevant ideas and details. Encourage students to brainstorm a list of ideas and main supporting details; create a word map of ideas; use a Venn diagram, T chart or other graphic device; create an informal outline, etc.

1st Draft: Encourage students to develop a rough draft, where they try to get ideas down on paper quickly, without worrying about format or spelling. Ask them to use the Student Language Writing Scoring Guide to evaluate Ideas & Content and Organization before they revise this draft.

2nd Draft: Consider providing an opportunity for a second draft where students self-edit and revise, paying particular attention to developing Ideas & Content and Organization, while incorporating specific words and striving for fluency that is easy to read aloud. (For a classroom assignment, students could exchange papers and give feedback on Ideas & Content, Organization, and Sentence Fluency using the Student Language Scoring Guide. For a work sample, encourage students to self-edit in all traits. Handy tools for students at this stage include scissors and tape to literally "cut and paste" handwritten work.)

Final Draft: At this point, students should concentrate on the proofreading element of revision. Use the spelling and grammar checker on a word processor, or have students circle words that are potentially misspelled and concentrate on correct capitalization and punctuation. This is a good place to have students use the Student Guide to Revision as a checklist before turning the paper in.

For official work samples, no peer response is allowed. It is encouraged for writing assignments that are not official work samples, as is more detailed feedback from teachers.

Option to award points during writing process

Work samples work best when integrated into the regular curriculum. They may be graded just like any other assignment. Some teachers award various points for students who complete each phase of the process described above. Each phase requires increasing effort on the part of students, so typically the points earned increase from pre-writing to 1st draft to 2nd draft and so on. This approach can apply to either classroom writing assignments or potential work samples.

The Final Draft is, of course, submitted to the teacher for scoring and/or awarding academic points or a grade. It is not necessary to provide a direct mathematical correlation between scores and an academic grade. Writing traits may be weighted or students may simply be told that the traits are a general consideration in the grade.

To be considered as a work sample, the paper would need to be scored with the Scoring Guide by a trained rater/teacher.

Process for Scoring and Recording Writing Work Sample Results

Student papers being considered for use as a work sample must be scored by a trained rater/teacher using Oregon's Official Writing Scoring Guide.

Opportunity for revision

Students whose papers are close to meeting the standard (typically a mix of 3's and 4's in the required traits) may revise their papers and resubmit them for scoring. The following procedures must be followed:

- 1. Students may be given feedback using either the Official Writing Scoring Guide with scores and highlighting, or the Official Writing Scoring Form. No other feedback is allowed.
- 2. Students must complete the revision under the supervision of an authorized adult. No work may be done outside of this environment.

Re-scoring a revised work sample

A paper that has been revised must also be scored by a trained rater/teacher using Oregon's Official Writing Scoring Guide.

Final results of scored writing work samples

Districts are responsible for retaining student scores for completed work samples. Most districts will do this through their Student Information System.

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

Studen	t Name:			I	Date:		
Title or	r 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 unde	erstan	d.				
	There are enough specific details.						
	Details are focused and related to the ma	ain id	eas.				
Orga	nization	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.						
Conv	entions	1	2	3	4	5	6
	End-of-sentence punctuation is correct (few o	r no run	ons, fra	gments,	comma	splices).
	Spelling of everyday words is correct.						
	If used, dialogue is punctuated / paragra						
_ _	Grammar is correct (e.g., verb tense, sub Capitalization is correct.	oject-	verb agre	eement,	point of	view).	
_	Capitalization is correct.						
Voice	(Not required for diploma)	1	2	3	4	5	6
	Voice is appropriate for the assignment.	•	_	J	•		U
_	voice is appropriate for the assignment.						
Word	Choice (Not required for diploma)	1	2	3	4	5	6
	Words have some variety and are function		_		_		-
	describe a score of 4 that meets the standards. Rates		mark the	hoves to :	ndicata ara	as that no	ad
improve	ment on a revision—or to explain reasons for the ctional oral or written comments may be provided.						
	D Number, Initials, or Name:						
raici I	2 1 (dillo), illidulo, of I fullo.						

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Writing Level 2 Content Teachers Key

Paper Number	Title/Mode	Ideas & Content	Organization	Voice	Word Choice	Sentence Fluency	Conventions
1	Storm Expository	4	4	4	4	4	4
2	Shopping Mall Expository	3	3	3	3	3	3
3	Teens & Tech Persuasive	4	4	4	4	3	3

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Last year in January there was a massive wind storm here in Oregon, that blew trees right out of the ground, blew down power Lines and Spread debris everywhere. My neighborhood wasn't affected as much as other places around the city were. It was a regular day at my nouse, mu sister was doing her homework. I was on the computer and my brothers were untchingty It was dark outside, and the wind was begin inning to blow hard. All of a sudden the naver went out, the lights turned off, the computer shut down, and the t.V turned off. The wind was extremely loud so I looked outside and I was surprised to see that all sorts of of garbage and leaves were flying around. All I could here was the cerie sound of the wind blowing on the house, and the trees in my backyard rustling around. As soon as the wind storm came it was gone. Our power quickly returned. My family thought it was bad in our neighborhood but we were wrong. That evening we watched the local news, they showed images of what looked like the aftermath of a tornado, but the damage was all caused by the wind Storm. There were people who had trees on their houses and cars, busy roads blocked by trees, and people with broken windows or their honics and cars. Worst yet thousands of people

were left without power
My family couldn't believe that the
Storm that caused minimal damage to our
neighborhood, could've caused so much
damage to people on the other side of
town. Working crews quickly got to work
to clean up the roads that were blacked
by trees, and power lines. They also began
restoring power however, so many people
were left without power-that it took a
faw weeks for everyone to have power
again, and for everything to be back to
normal.
The weather in Oregon can be
pretty predictable exept for the occasions
time when a bad weather day comes
along, and disrupts the city.

Scores and Commentary: Paper #1: Storm--Expository Mode

Ideas & Content Organization Voice Word Choice Sentence Fluency Conventions 4 4 4 4 4 4

<u>Ideas</u>: The paper scores a 4 in Ideas and Content--almost a 5. It explains from the writer's personal point of view how a severe winter storm affected the writer's home, neighborhood, and city. The ideas and details are all **clear**, **focused**, and **relevant** to that explanation, along with a little **insight** in the last two paragraphs. The details are almost sufficient and rich enough to warrant a score of 5, but it's a relatively brief, straightforward account of what occurred.

<u>Organization</u>: The paper scores a high 4 in Organization. Once the main idea is presented in the interesting and **developed** introduction, the writing follows a chronological sequence that is **easy to follow**. The conclusion might appear at first to be undeveloped because the last paragraph is comprised of only one sentence, but the conclusion really begins in the previous paragraph when the situation is resolved. In fact, if the last paragraph were lopped off, the piece would still have a sense of closure. **Transitions** between and within paragraphs are varied and effective, helping the reader to follow the sequence of events.

<u>Voice</u>: The paper scores a 4 in Voice. The writer seems **sincere** and **committed** to explaining the impact of the storm. The voice in this expository piece is entirely **appropriate**.

<u>Word Choice</u>: The paper scores a high 4 in Word Choice. The words are **functional**, they work well, and there is plenty of **variety**. Several phrases are particularly effective ("massive wind storm," "blew trees right out of the ground," "the eerie sound of the wind," "aftermath of a tornado"), but they don't occur consistently enough to warrant a 5. Still, ordinary words are used effectively, and the 4 is a high one.

<u>Sentence Fluency</u>: 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**. Parts are quite fluent indeed, but the paper is kept from a 5 by possible overuse of a series of complete sentences, three and four at a time. (This occurs twice in the second paragraph and again in the third.) Nevertheless, the writer demonstrates solid control of fluency.

<u>Conventions</u>: The paper scores a 4 in Conventions. Two end-of-sentence punctuation errors occur. In the first, a comma joins two complete sentences at the beginning of the third paragraph. The second comma splice causes most readers to misunderstand the meaning of the sentences in which it appears, and the meaning doesn't become clear until re-reading. (For the meaning to be clear and the punctuation correct, there should be a period before "...however" toward the end of paragraph 3.) The only misspellings are "beginnining" and "exept. Otherwise, there are a few incorrect uses of commas; some shouldn't be there at all, while others are missing. Still, overall, this student demonstrates **control of basic conventions**. **Significant errors do not occur frequently.**

<u>Note</u>: This work sample meets easily in all traits. It is an example of an expository paper that meets all standards at the high school level.

town or city would like to build

Scores and Commentary: Paper #2: Shopping Mall--Expository Mode

Ideas & ContentOrganizationVoiceWord ChoiceSentence FluencyConventions3333

<u>Ideas</u>: The paper scores a 3 in Ideas and Content. Although the purpose, main ideas, and details are **clear and focused**, the **details are limited, overly-obvious, and too general**. The supporting details are presented as **lists of unsupported points**: first, a brief list of three stores that will make up the mall; next, a list of two reasons the mall would benefit the community; and last, a list of three segments of the population that would use the mall.

<u>Organization</u>: The paper scores a 3 in Organization. **An attempt has been made to organize the writing**, but the organizational elements are **undeveloped**. There is a sense of introduction, but it consists of only one long sentence, and the piece lacks any sense of conclusion whatsoever. **Transitions** and **placement of details** help the reader follow the writing, although some transitions are overly-**obvious** (e.g., "There are a few reason's why I think..."). There is no transition between paragraphs 3 and 4. Paragraph breaks are present.

<u>Voice</u>: The paper scores a high 3 in Voice. The writer does seem **sincere** in talking about the desirability of a mall in his or her community, but **the text is too short to demonstrate a consistent and appropriate voice.** (The text is comprised of only eight to ten sentences.)

<u>Word Choice</u>: The paper scores a 3 in Word Choice. The <u>language lacks precision and variety</u> (e.g., "...every other place you usually buy things in it." or "This mall will be a huge plus..."). In addition, <u>misused words occasionally appear</u>: "The higher percentage of the people who come to this mall..." The text is also **too short** to demonstrate enough variety.

<u>Sentence Fluency</u>: The paper scores a 3 in Sentence Fluency. First, the **text is too short to demonstrate sufficient variety and control**. Beyond that, there are several **awkward constructions**. The first sentence of paragraph two is a good example: "In this shoping mall it would have A grocery Store, Car Dealer, Clothe stores and every other place You usually Buy things in it." There are also missing words in two or three sentences, which disrupt fluency.

<u>Conventions</u>: The paper scores a 3 in Conventions. <u>End-of-sentence punctuation</u> is an important strength. However, there are many other significant errors. Some simple plurals have apostrophes (reason's, mom's). <u>Misspelling of common words</u> are "shoping," "emaginable," and "atract." Point of view switches frequently, although not all are incorrect; paragraph 3 contains first ("our" and "I"), second ("you"), and third ("they") points of view. A contraction is missing an apostrophe ("dont"), and some idioms are grammatically incorrect ("benefit off of it," "profit off of"). Verb tense is also frequently incorrect ("one store will be something," rather than "one store would be something"). **Capitalization** is likely a handwriting issue; nevertheless, it is problematic. Overall, there is **limited control of conventions**.

As our society continue to growth in new technology, the number of personal use has increase dramaticly, especially in teenagers. The abusing of new technology by teenagers and their spending time has put an alarming womied to powents. Its a parent, I'm more concern about my children when they spend their time on these technology trends when teens yend their time on text messaging, talk on phone, play game and using computer, they are less involving in community as well as isolated themself from society.

When teens are not working and not involved in any school program, they have lots of time during the day. Instead of du homework or any school related. They would spend their time on text messaging, watch T.V, using computer and play games all day. Relaxing their minds is a good thing but when they get into these activities and it would brings our teens to less care about study. No education might will affect their future later on.

As a parent, I have the responsibility to find a way to help my teen to manage their times more useful. First, I could discipline the limitation of spending time. Make a schedule when and how teens can watch television or haw long they can be on the phone. For an example, they could talk and text messaging on the weekend more than week days; and could even stay up later than usual. Allow them to use computer depending on how long they have been using and the reason what they using tor, if they do homework then should be allowed to use longer. Helping the teens limited their amount of time is an opportunity to keep them

Stay on track and let them know that parents are care about
them.
Every time teens spend more times on television, cell phone.
computer or anything that take their time to do homework, then
parents should be worried. Teenagers are caring more about fun
than their education, and that's why they always need the
supporting and caring from parents. If parents are not paying
enough attendation to their teens, then they will easily go off
track by the invironment surround them, Later, their grade
will be affect because of distraction. Gradually, there is
no more motivation to social with the family and less
time for friends, especially study.
Using your time on these media, will demage the
child ability to learn and isolate themselves from society.
As a parent, we must restricted our teens on these usage
of media as a way to help our children, I know that
Socialize is a good way to meet new friends and understanding
each other better, but one is involved in extensive use of their
socialize aids will cause threat person to less concern
with people that are near by.
V

Scores and Commentary: Paper #3: Teens and Technology--ELL--Persuasive Mode

Ideas & ContentOrganizationVoiceWord ChoiceSentence FluencyConventions44433

<u>Ideas</u>: The paper scores a 4 in Ideas. Raters need to overlook the problems in Fluency and Conventions, which do interfere with readability, in order to see that the ideas and details are substantive, **clear**, **and focused**. The prompt asked students to discuss what they would do as parents, which this writer does after first explaining the problem and its consequences. The details are **specific**, **relevant**, and well **developed**. This paper emphasizes the importance of looking at each trait separately and of recognizing both strengths and weaknesses.

<u>Organization</u>: The paper scores a 4 in Organization. The <u>developed</u> introductory paragraph lays out the problem, and paragraph 2 explains how it occurs; it concedes that using technology for relaxation does have some benefits. In the third paragraph, the writer explains what he or she would do about the problem, and the two concluding paragraphs go on to explain what would happen if the problem were ignored. The last sentence repeats a point made previously with a new twist, which is not effective, but overall, the <u>sequencing</u> is <u>clear</u> and <u>helps</u> the <u>reader</u>.

<u>Voice</u>: The paper scores a high 4 in Voice. The writer seems **sincere**ly concerned about the impact of too much time spent on social technology, especially upon the education of a teen.

<u>Word Choice</u>: The paper scores a low 4 in Word Choice, which may astonish new raters. However, they need to see that this writer almost always uses the correct word, just not the correct <u>form</u> of the word; form is a grammatical issue and therefore falls under the Conventions score. There are only two actual misuses of words: "the <u>number</u> of personal use" and "I could <u>discipline</u> the limitation of spending time." Challenge raters to find more. Fourth line "translation": "the time they spend has alarmed and worried parents"--not a Word Choice problem.

Sentence Fluency: The paper scores a 3 in Sentence Fluency. Many missing words affect the fluency, making it difficult for the sentences to flow when read aloud (e.g., "Allow them to use computer depending on how long they have been using and the reason what they using for"). **Awkward constructions force the reader to slow down or reread;** the fourth line is a good example ("...and their spending time has put an alarming worried to parents."). And even though incorrect grammatical forms fall primarily under the trait of Conventions, there are so many in this paper that they do affect fluency as well. It is difficult to read the paper smoothly when our ears are jarred by so many repeatedly incorrect forms that play a role in sentence structures.

<u>Conventions</u>: The paper scores a low 3 in Conventions. <u>End-of-sentence punctuation</u> is correct most of the time; except for two fragments and a comma splice, it is correct. <u>Internal</u> commas are also used correctly for the most part. However, other significant problems with grammar <u>impede readability</u>. The most <u>distracting</u> is probably the use of incorrect grammatical forms of words, which occurs throughout the piece (e.g., "Instead of do homework"; "I'm more concern about my children"; "they could text messaging"; "our society continue to growth"). More specifically, there are problems with the formation of plurals, verb tenses, pronouns, possessives, and others. In paragraph 3, the writer suddenly switches to second person, point of view, giving directions to a parent: "Make a schedule...", rather than maintaining first person ("I would make a schedule..."). Overall, there is <u>limited control of conventions</u>.

Writing Level 2 Content Teachers Practice Score Sheet

Paper Number	Title/Mode	Ideas & Content	Organization	Voice	Word Choice	Sentence Fluency	Conventions
1	Storm Expository						
2	Shopping Mall Expository						
3	Teens & Tech Persuasive						

Common Core State Standards for Writing Summary grades 9-12

- 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- 2. Write informative/explanatory texts to examine and convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content.
- 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- 6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- 7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- 8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.

College and Career Readiness Anchor Standards for Writing

The grades 6-12 standards on the following pages define what students should understand and be able to do by the end of each grade span. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes*

- 1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
- 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Production and Distribution of Writing

- 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- 6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

- 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

For students, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt. To be college and career ready writers, students must take task, purpose, and audience into careful consideration, choosing words. information, structures, and formats deliberately. They need to be able to use technology strategically when creating, refining, and collaborating on writing. They have to become adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in a clear and cogent manner. They must have the flexibility, concentration, and fluency to produce high-quality firstdraft text under a tight deadline and the capacity to revisit and make improvements to a piece of writing over multiple drafts when circumstances encourage or require it. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and long time frames throughout the year.

Note on range and content of student writing

^{*}These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12



The standards below begin at grade 6; standards for K-5 writing in history/social studies, science, and technical subjects are integrated into the K-5 Writing standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Grades 6-8 students:	Grades 9-10 students:	Grades 11-12 students:		
Text Types and Purposes				

- Write arguments focused on discipline-specific content.
 - a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
 - Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
 - Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
 - d. Establish and maintain a formal style.
 - e. Provide a concluding statement or section that follows from and supports the argument presented.

- Write arguments focused on discipline-specific content.
 - a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
 - b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
 - c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - e. Provide a concluding statement or section that follows from or supports the argument presented.

- . Write arguments focused on *discipline-specific* content.
 - a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
 - b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
 - c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - Provide a concluding statement or section that follows from or supports the argument presented.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12



Grades 6-8 students: Grades 9-10 students: Grades 11-12 students: Text Types and Purposes (continued) 2. Write informative/explanatory texts, including Write informative/explanatory texts, including Write informative/explanatory texts, including the narration of historical events, scientific the narration of historical events, scientific the narration of historical events, scientific procedures/ experiments, or technical processes. procedures/ experiments, or technical processes. procedures/ experiments, or technical processes. a. Introduce a topic clearly, previewing what a. Introduce a topic and organize ideas, a. Introduce a topic and organize complex ideas, is to follow; organize ideas, concepts, and concepts, and information to make important concepts, and information so that each new information into broader categories as connections and distinctions; include element builds on that which precedes it to appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., create a unified whole; include formatting formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to (e.g., headings), graphics (e.g., figures, charts, tables), and multimedia when useful to aiding comprehension. tables), and multimedia when useful to aiding aiding comprehension. comprehension. b. Develop the topic with well-chosen, relevant, b. Develop the topic with relevant, well-chosen and sufficient facts, extended definitions, b. Develop the topic thoroughly by selecting the facts, definitions, concrete details, quotations. concrete details, quotations, or other most significant and relevant facts, extended or other information and examples. information and examples appropriate to the definitions, concrete details, quotations, or other information and examples appropriate to audience's knowledge of the topic. c. Use appropriate and varied transitions to the audience's knowledge of the topic. create cohesion and clarify the relationships c. Use varied transitions and sentence structures among ideas and concepts. to link the major sections of the text, create c. Use varied transitions and sentence structures cohesion, and clarify the relationships among to link the major sections of the text, create d. Use precise language and domain-specific cohesion, and clarify the relationships among ideas and concepts. vocabulary to inform about or explain the complex ideas and concepts. d. Use precise language and domain-specific topic. vocabulary to manage the complexity of d. Use precise language, domain-specific e. Establish and maintain a formal style and the topic and convey a style appropriate to vocabulary and techniques such as metaphor, objective tone. simile, and analogy to manage the complexity the discipline and context as well as to the f. Provide a concluding statement or section that expertise of likely readers. of the topic; convey a knowledgeable stance follows from and supports the information or in a style that responds to the discipline and e. Establish and maintain a formal style and explanation presented. context as well as to the expertise of likely objective tone while attending to the norms and conventions of the discipline in which they e. Provide a concluding statement or section are writing. that follows from and supports the information f. Provide a concluding statement or section or explanation provided (e.g., articulating

- (See note; not applicable as a separate requirement)
- (See note: not applicable as a separate requirement)
- (See note: not applicable as a separate requirement)

implications or the significance of the topic).

Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.

that follows from and supports the information

or explanation presented (e.g., articulating implications or the significance of the topic).

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12



	Grades 6-8 students:		Grades 9-10 students:		Grades 11-12 students:	
Pro	oduction and Distribution of Writing					
4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
5.	. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.		Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	
6.	 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. 		Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	
Re	search to Build and Present Knowledge					
7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	
8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	
9.	Draw evidence from informational texts to support analysis reflection, and research.	9.	Draw evidence from informational texts to support analysis, reflection, and research.	9.	Draw evidence from informational texts to support analysis, reflection, and research.	
Range of Writing						
10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	