Using the Writing Scoring Guide –

An Introduction for Content Area Teachers

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Office of Assessment and Information Services

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The Essential Skill of Writing

Using the Writing Scoring Guide – An Introduction for Content Area Teachers

Updated for 2011-12

Goals for this 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**

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

Essential Skill Proficiency

3 options for diploma requirement

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

Option 3 – Writing Work Samples

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

Essential Skill Proficiency

How do students use writing in your classroom?

Essential Skill Proficiency

How do you grade writing?

Writing Work Samples

What is the difference between a writing work sample and any other kind of writing?

Work Sample Design

Local work samples must be designed to elicit student writing that is long enough and complex enough to be scored using the Writing Scoring Guide.

Work Sample Design

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

Work Sample Design

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

Work Sample Design

- **Which mode of writing is most likely to be used in your content area?**
- **What writing assignment could you give that would elicit an essay in one of these modes?**

Unsuitable (NOT long or complex enough)

- Short answers to questions (even a couple of ¶)
- Journals
- Logs; responses to activities or summaries
- Tests or quizzes
- Workbook or work sheet activities
- Book reports
- Group projects

The Writing Scoring Guide

Background

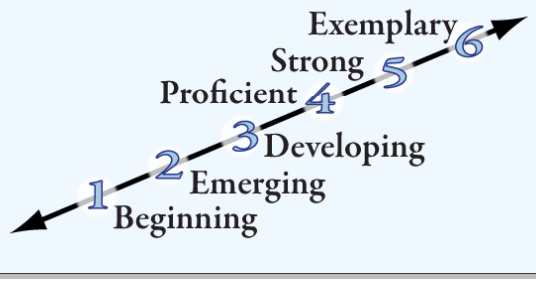
- Developed in Oregon by Oregon Teachers
- Introduced in late 1980's
- Reviewed and Updated Frequently
- Assessment since early 1990's
- Authentic Assessment
- Strongly tied to instruction
- High inter-rater reliability
- National recognition

The Writing Scoring Guide

Purposes

1. Instructional Tool
2. Formative Assessment
3. Summative Assessment
4. Demonstrate Proficiency in the Essential Skill of Writing to earn an Oregon Diploma

Writing Scoring Scale

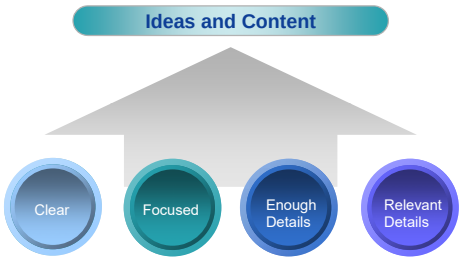


Six Writing Traits

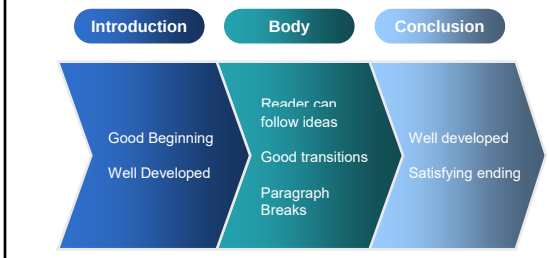
1. Ideas and Content *
2. Organization *
3. Voice
4. Word Choice
5. Sentence Fluency *
6. Conventions *

* Must meet score of 4 for proficiency

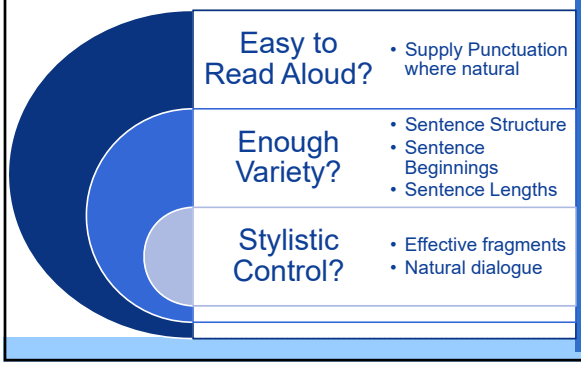
Ideas and Content



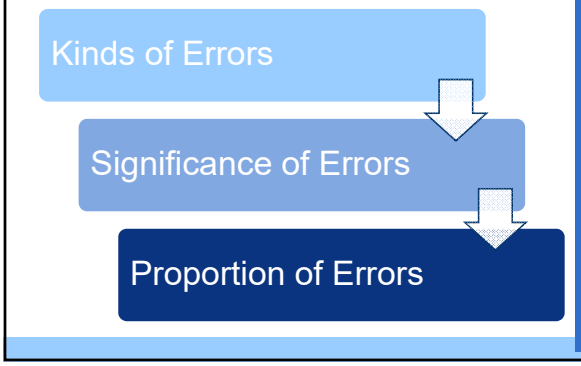
Organization



Sentence Fluency



Conventions



Conventions

- Correct end-of-sentence punctuation?
  * Run-on sentences (none or very few)
  * Fragments (none or just a few effective ones)
- Correct spelling of common words?
  (grade level appropriate)
- Correct capitalization?

Grade Level Expectations

Conventions: Skill Level Guidelines

Grade 4	Grade 7	Grade 10
Spelling • correctly spelled common words and bases (roots) of words appropriate to grade level • difficult words may be phonetically spelled	**Spelling** • correctly spelled common words appropriate to grade level, and words derived from common bases or roots • few misspellings of more difficult words	**Spelling** • correctly spelled common words appropriate to grade level • few misspellings of more difficult words
Usage • basic control of subject/verb agreement although there may be a few lapses • generally correct verb tense in regular and irregular verbs • generally correct use of adverbs, prepositions and coordinating conjunctions (and, or, but)	**Usage** • basic control of noun/pronoun and SUBJECT/VERB AGREEMENT • generally correct verb tense in regular and irregular verbs • correctly use the various parts of speech and types and structures of sentences	**Usage** • solid control of subject/verb agreement • general control of noun/pronoun agreement • correct verb tense in regular and irregular verbs • consistent control of point of view (first, second, third person)
Punctuation • correct end of sentence punctuation • use quotation marks to identify the words of a speaker and titles of short works (e.g., articles, poems and songs). • apostrophes are generally used correctly in contractions and singular and plural possessives • Use commas in dates, locations, and addresses, and for items in a series.	**Punctuation** • correct end of sentence punctuation • commas are correctly placed in dates and in a series • attempts at internal punctuation (commas, colons, semi-colons) although they may occasionally be incorrect • quotation marks, if used, are used correctly; punctuation in dialogue applied accurately • apostrophes are used correctly in contractions and singular possessives and plural possessives	**Punctuation** • correct end of sentence punctuation • generally correct use of commas (after introductory phrases, in compound sentences, in a series) • internal punctuation is generally correct • correct use of apostrophes in contractions and singular possessives and plural possessives • Use conventions of punctuation correctly, including semicolons, colons, ellipses, and hyphens
Capitalization • correctly capitalize sentence beginnings, proper nouns, titles (Mr., Mrs., and titles of short works), and pronoun "I" • correctly capitalize titles and first words of quotations, when appropriate.	**Capitalization** • correct capitalization, including within quotation marks	**Capitalization** • correct capitalization, including within quotation marks

Voice (Score is not required)

Writer s Voice Present?

- Commitment to Topic
- Sincere, engaging

Appropriate Voice?

- Topic, Mode
- Audience, level of formality

APPROPRIATE VOICE

1. Consider:
   - Purpose (mode)
     - to tell a personal story (Narrative)
     - to explain something; to inform (Expository)
     - to convince (Persuasive)
     - to make up a fictional story (Imaginative)
   - Topic: What is the writer writing about?
   - Form (short story, personal essay, research paper, letter)
   - Audience: Who are the intended readers?

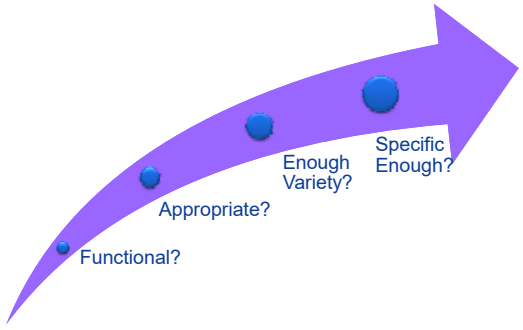
2. Decide:

Personal Conversational Casual	Objective Academic Formal

Personal Narrative ⟷ Researched Academic Paper

NOTE: COMMITMENT TO TOPIC IS ONE INDICATOR OF VOICE REGARDLESS OF MODE, TOPIC, OR AUDIENCE

Word Choice (Score is not required)



The Writing Process

Writing Across the Curriculum

Uses in your classroom

- Not all writing needs to be scored
- Not all traits need to be scored every time

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

Writing Across the Curriculum

Using the Scoring guide as an instructional tool (during editing, revising, and proofreading)

- ❑ Peer feedback on Sentence Fluency and Word Choice
- ❑ Students self-assess on Ideas/Content, Organization & Conventions
- ❑ Students complete Student Guide to Revision before turning in final draft

Formative Assessment

- Use for pre- and post- tests
- Focus on Ideas/Content & Organization as they relate to your content area
- Don't forget Sentence Fluency & Word Choice within your discipline

Summative Assessment

- End of unit assessment
- Final (semester) exams
- Student self-assessment using writing from different times during course
- OAKS Statewide Writing Assessment
- Meet requirement for local performance assessment
- Demonstrate Proficiency in Essential Skill of Writing to receive Oregon Diploma

Essential Skill Proficiency

Requirements for Writing Essential Skill Proficiency Using Work Samples

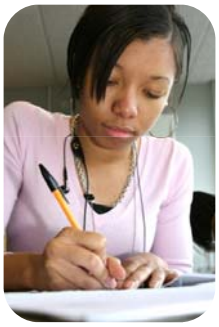
- 2 work samples
  - 1 expository or persuasive
  - 1 any mode
- Score of 4 or higher in 4 traits on Official Scoring Guide

Work Sample Implementation

Design:

- ❑ Highly recommended: build a writing **process** into work samples
- ❑ Highly recommended: integrate writing work samples into the regular curriculum, rather than separate, stand-alone assessments

Work Sample Implementation



Administration

- Work samples must be the product of an individual
- Work samples must be supervised by an authorized adult
- Students may not work on work samples outside a supervised setting.

Work Sample Implementation

Administration

- ❑ **Word processed** papers are permitted.
- ❑ **Grammar and spell-check** features may be used.
- ❑ Students should have **time** to do their best work. Generally, three one-hour sessions are recommended.

Work Sample Implementation

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 for borderline papers.)

Work Sample Implementation

Feedback and Revision

FEEDBACK: Only 2 options

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

STUDENT REVISION:

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

Resources & Coming Attractions

- ❑ ODE Website: www.ode.state.or.us/go/worksamples
- ❑ Follow-up workshops (List any scheduled)
- ❑ Contact information (List your information here)

A Parting Thought

"Writing and learning and thinking are the same process."

William Zinsser

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.

Modes of Writing from Common Core State Standards for English Language Arts – Gr 9-12

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.

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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.

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.

OFFICIAL SCORING GUIDE, WRITING 2011-2012

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.

3

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.

OFFICIAL SCORING GUIDE, WRITING 2011-2012

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.

OFFICIAL SCORING GUIDE, WRITING 2011-2012

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.

OFFICIAL SCORING GUIDE, WRITING 2011-2012

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	4: SOLID	3: ALMOST THERE	2/1: NEEDS WORK
The paper is usually longer and more complex. It shows strong writing skills.	**The paper is long enough to show what 10th Graders should be able to do.**	**The paper is not long enough, or it has some problems.**	**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
	4 IDEAS: SOLID:
	• 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
		3 IDEAS: ALMOST THERE
		• 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 questionable ideas or details
			2/1 IDEAS: NEEDS WORK
			• 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
5/6 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, lively, exciting, suspenseful, expressive, funny • Reader may feel a strong connection with writer	**4 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 • Other indications: when appropriate, sincere, lively, expressive, engaging, funny	**3 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 • Paper may not be long enough to show the ability to maintain an appropriate voice	**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

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 10th 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 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 writing • 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 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 time	**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 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 out loud; 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	**3 SENTENCE FLUENCY: ALMOST THERE** • Overall: some parts are easy to read out loud; other parts are more difficult, and the reader may have to slow down or re-read; may not be enough variety in sentences • 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; the reader 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 run-ons, 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 longer and more complex paper (for example, colons, semi-colons, parentheses, many different uses of commas, dialogue, dashes, hyphenated words)	**4 CONVENTIONS: SOLID** • Sentences: end where they should withthe 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

- ☐☐ My paper has a clear purpose or makes a point.
- ☐☐ I choose clear details and examples to help the reader understand my message.
- ☐☐ I stick to the main idea. I leave out details that do not matter.
- ☐☐ I am writing about something I know.

ORGANIZATION

- ☐☐ My introduction would make a reader want to keep reading.
- ☐☐ I tell things in an order that makes sense and I begin paragraphs in the appropriate places.
- ☐☐ Details in my paper go together.
- ☐☐ My paper ends in a good spot. It doesn't stop suddenly or drag on too long.

VOICE

- ☐☐ My writing shows what I really think and feel.
- ☐☐ I like what I have written.
- ☐☐ My writing sounds like me, and not like
- ☐☐ someone else.
- ☐☐ I have thought about my reader. I have tried to make my writing clear to the reader.

WORD CHOICE

- ☐☐ The words I choose will make my meaning clear.
- ☐☐ My words paint a picture in the reader's mind.
- ☐☐ I have tried to find my own way to say things.
- ☐☐ Sometimes I have tried to say something in a new or different way.

SENTENCE FLUENCY

- ☐☐ My sentences make sense. They are clear.
- ☐☐ I vary the length of my sentences.
- ☐☐ Sentences begin in different ways. (They do NOT all begin with the same words.)
- ☐☐ My paper would be easy to read out loud.

CONVENTIONS

- ☐☐ My capitalization and punctuation are correct.
- ☐☐ I have used correct grammar which contributes to the clarity of my paper.
- ☐☐ I have checked the spelling of the words I am unsure about.
- ☐☐ I have proofread my paper.

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Writing Scores

____Ideas & Content

____Organization

____Sentence Fluency

____Conventions

____Voice

____Word Choice

Writing Scores

____Ideas & Content

____Organization

____Sentence Fluency

____Conventions

____Voice

____Word Choice

Writing Scores

____Ideas & Content

____Organization

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Writing Scores

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____Organization

____Sentence Fluency

____Conventions

____Voice

____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

Student Name: _____ Date: _____

Title or topic: _____

Required Mode:	Meets All Standards:
___ Expository	___ Yes
___ Persuasive	___ Not Yet
___ Narrative	

Ideas and Content 1 2 3 4 5 6

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

Organization 1 2 3 4 5 6

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

Sentence Fluency 1 2 3 4 5 6

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

Conventions 1 2 3 4 5 6

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

Voice (Not required for diploma) 1 2 3 4 5 6

- ❑ Voice is appropriate for the assignment.

Word Choice (Not required for diploma) 1 2 3 4 5 6

- ❑ Words have some variety and are functional.

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

Rater ID Number, Initials, or Name: _____

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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 house. My sister was doing her homework, I was on the computer and my brothers were watching t.v. It was dark outside, and the wind was beginning to blow hard. All of a sudden the power 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 eerie 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 on their homes 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 blocked by trees, and power lines. They also began restoring power, however, so many people were left without power that it took a few weeks for everyone to have power again, and for everything to be back to normal.

The weather in Oregon can be pretty predictable except for the occasional time when a bad weather day comes along, and disrupts the city.

If my town or city would like to build Something for the community to enjoy, and I had to present them with my ideas on what it would be and how people could enjoy and benifil off of it I would have to say they should build A huge Shoping mall with everything emaginable.

In this shoping mall it would have A grocesy Store, Car Dealer, Clothe stores and every others place You usually Buy things in it. These are A few reasons why I think having these things All in one store will be Something the community will enjoy and profit off of.

This mall will be a huge plus for our community, It will be a good money maker because It will have everything You need All in one and I will put it right in the of town So everyone can Drive A short Distance and never have to go Across town to get what they need.

It will atract and be an enjoyment to people of All ages. The higher percentage of the people that come to this mall will be most the teen population, mom's looking for a good Deal, and All the working class that Dont have time to go all around town looking for what they need.

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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 worried to parents. As a parent, I'm more concern about my children when they spend their time on these technology trends. When teens spend their time on text messaging, talk on phone, play game and using computer, they are less involing 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 do 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 how 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 for. if they do homeworks then should be allowed to use longer. Helping the teens limited their amount of time is an opportunity to keep them

Stay on tracks and let them know that parents are, really care about them.

Every time teens spend more times on television, cell phone, computer or anything that take thuir 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 attendtion to their teens, then they will easily go off track by the environment 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 medias 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, a person to less concern with people that are near by.

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						

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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.