Facilitator's Packet for Using the Writing Scoring Guide: Level 2 An Introduction/ Refresher for English Language

Arts Teachers



This packet contains the following:

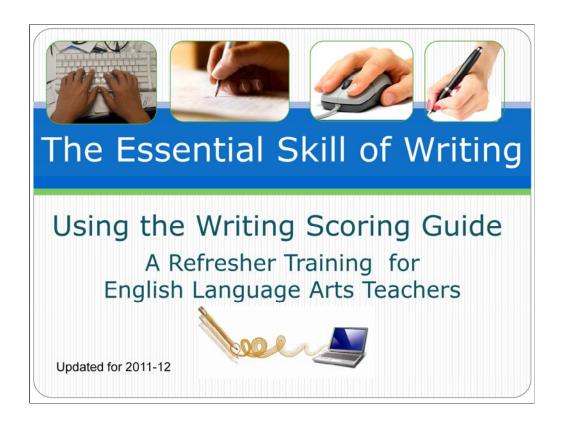
Facilitator's Agenda PowerPoint Slides with Facilitator's notes Handouts from Participant's Packet Common Core State Standards for Writing Grades 9-12

Information provided by Oregon Department of Education Updated for 2011-12

Essential Skill of Writing: An Introduction/Refresher for English Language Arts 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 Small Group Discussion	What are your best hopes and worst fears about the requirement for the Essential Skill of Writing? OR What does our school need to do to prepare for students to succeed in the Essential Skill of Writing? [7 - 10 minutes]
	 NOTE: The best hopes/worst fears strategy can be very effective because it allows people to voice their concerns while also forcing some positive energy. However, it can turn into a gripe session if you are not careful in directing the activity! Be sure that people's fears are noted and respected; don't make light of them or allow the group to fixate on them; suggest that this workshop and subsequent in-depth training may provide some help in planning and some renewed energy around writing, including writing in the content areas. If you don't feel confident with best hopes/ worst fears, go with the second question. Pair & share, small groups, or whole group if workshop group is small and report out. Materials: Easel with chart paper, white board, or small groups report out.
PowerPoint 50 - 60 minutes (including some interactive discussions or small group activities)	 3. Using the Writing Scoring Guide – A Refresher for ELA Teachers Materials: Laptop with PowerPoint & projector Handout Packet: contains all handouts referred to in the PowerPoint presentation. Note: Slides 6 & 7 provide an opportunity for a discussion or small groups to answer the question "How do you use the scoring guide with your students?" or "How do you use the writing scoring guide to assess student writing?" Assure participants it is ok if they have not been using the Writing Scoring Guide – this workshop is to reacquaint them with the scoring guide and its many uses, including Essential Skill proficiency. Slide 23 also provides short interactive opportunity.

Focused training	4. Following the PowerPoint Presentation:
& paper scoring	Both the facilitator and the participants have a second handout
	packet containing 10 papers to use in training. (The Facilitator's
60 - 90 minutes	Packet includes Tips for Leading Scoring, a mini-lesson plan
	for walking through the papers, student papers, and a
	commentary sheet for each paper.)
	 The purpose in scoring 10 papers is to refresh and
	recalibrate teachers to the writing scoring guide.
	Participants should feel confident about using the
	scoring guide in their classroom activities and
	instruction and may feel ready to score work
	samples for Essential Skill proficiency.
	Note: In-depth workshops on 1) Ideas & Content and
	Organization; 2) Sentence Fluency and Conventions; 3)
	(optional) Voice and Word Choice will help to deepen
	participants' understanding for instruction and assessment and
	increase fidelity to the scoring guide for Essential Skills
	proficiency.
	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 Writing:
5 – 10 minutes	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.
Optional – 5 – 10	6. Brainstorm/Discuss: What is the status of our school/district
minutes	plan to implement the Common Core State Standards?
	From a quick review of the standards, how does our current
	writing program appear to align?
	Materials: Easel with chart paper, white board, or
Ontional	small groups report out.
Optional –	7. Brainstorm/Discuss: How can we assist our colleagues in
10 - 15 minutes	content area classes to implement use of the Writing
	Scoring Guide and writing across the curriculum to help meet student needs and CCSS requirements in our school
	and district? (Point out to participants that content teachers
	have new standards for literacy, including writing as part of
	CCSS.)
	 Materials: Easel with chart paper, white board, or
	small groups report out.
Optional 5 - 10	8. Optional Question & Answer or Summary
minutes Total = 2 - 2 ½	
hours w/o optional activities; 3 hours	
with activities	
with activities	



This refresher workshop is targeted to English Language Arts teachers at the high school level.

A companion introductory/refresher workshop is available for content area teachers.

If you have a mixed group of content teachers and language arts teachers, use the Introduction for Content Area Teachers format, perhaps providing the language arts teachers with the handouts from this workshop.



1. Review

- > Oregon's Writing Scoring Guide
- Classroom uses of the Writing Scoring Guide
- > Supporting colleagues in writing across the curriculum

2. Understand

- >Options for Demonstrating Proficiency in the Essential Skill of Writing for the Oregon Diploma
- 3. Score student papers and recalibrate to scoring standards
- 4. Set the stage for follow-up training

These four goals help set the stage. It may be helpful to have a show of hands to know which teachers have been trained before and use the scoring guide regularly in their classes. Be sure that participants know that this is a review session. This session will help teachers feel confident that their scores are in line with essential skill standard expectations.

There will be a series of in-depth training sessions available to provide ELA teachers or content teachers with the necessary background and calibration to feel confident scoring papers to demonstrate proficiency in the Essential Skill of Writing.

If it has been a while since participants were trained, it would be wise for them to sign up for more in-depth training sessions before scoring student work samples for the diploma.

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



This is the Oregon Administrative Rule, adopted by the State Board of Education, that sets the diploma requirements for the Essential Skills. These Essential Skills are also required for subsequent entering freshmen classes. The Essential Skill of Apply Math will also be implemented for students who first enroll in 9th grade in 2010-11.



Essential Skill Proficiency

Three 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

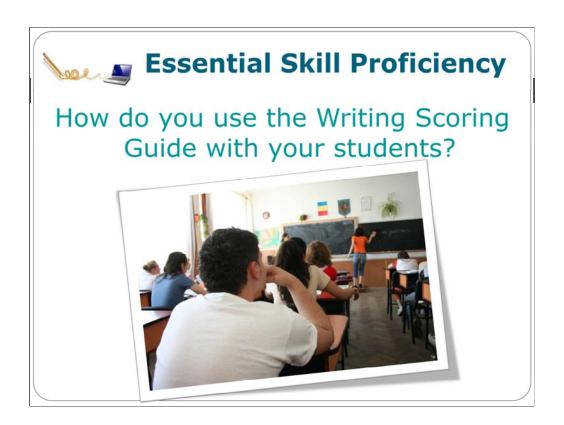
- 2 work samples
 - 1 expository or persuasive
 - 1 any mode (expository, persuasive or narrative – personal or fictional)
- Score of 4 or higher in 4 traits on Official Scoring Guide



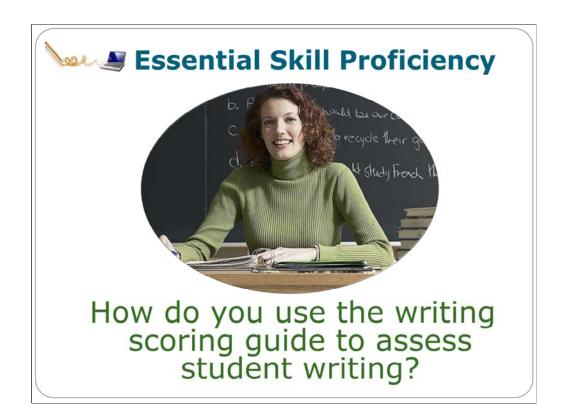


In March 2012, the State Board of Education approved a change to the requirements for writing work samples used for Essential Skills proficiency to bring them into alignment with reading and mathematics. To demonstrate proficiency in the Essential Skill of Writing using work samples, students must meet all three criteria listed here – 2 work samples, one of which must be 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 to group (allow 5-7 minutes). See Facilitator's Agenda for details.



Point out that the scoring guide makes the job of reviewing writing easier and that if all teachers in the school use this, students will benefit from consistent feedback in all their classes.

You can use this as a group activity also, if desired.



Remind participants that this will be a quick walk-through of the traits. More detailed training is available in a series of in-depth workshops.



The Writing Scoring Guide

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 Official Writing Scoring Guide in the Handouts. (A Portrait version of the Scoring Guide is presented first which allows for easy comparison of the 3 and 4 score level). It can also be found on-line at http://www.ode.state.or.us/search/page/?id=32.

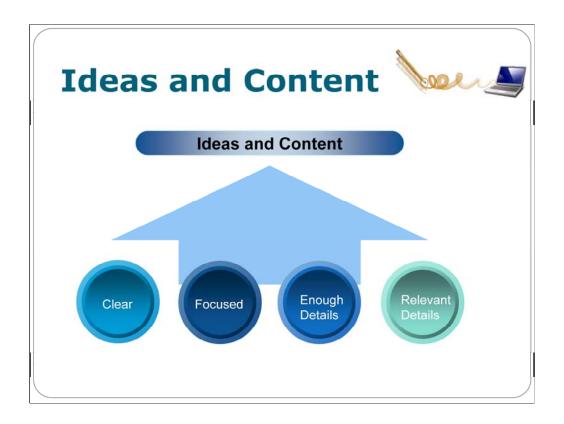
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Six Writing Traits
1. Ideas and Content *
2. Organization *
3. Voice
4. Word Choice
5. Sentence Fluency *
6. Conventions *
* Must meet score of 4 for proficiency

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 – many ELA teachers already do this.



This is intended to be a visual of the scoring categories. Remind participants 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.



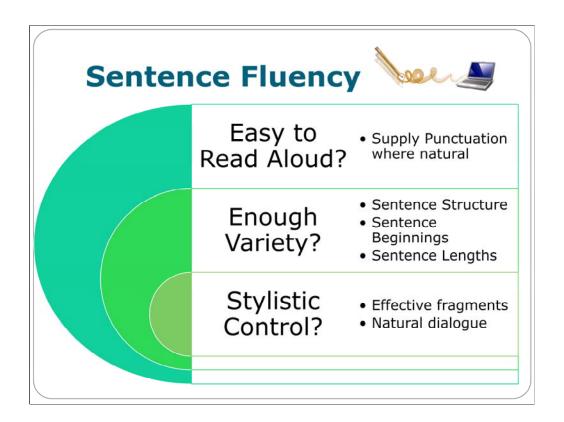
These 4 elements reflect the major concepts in Ideas and Content.

Each of the following slides gives a broad overview of the components of each trait. Have participants look at the descriptions of scores at the 4 and 3 levels on the Official Scoring Guide as you go through these slides focusing on the differences between the two.

You can ask participants to highlight key words and phrases in their scoring guides in the 3 and 4 sections if you wish.

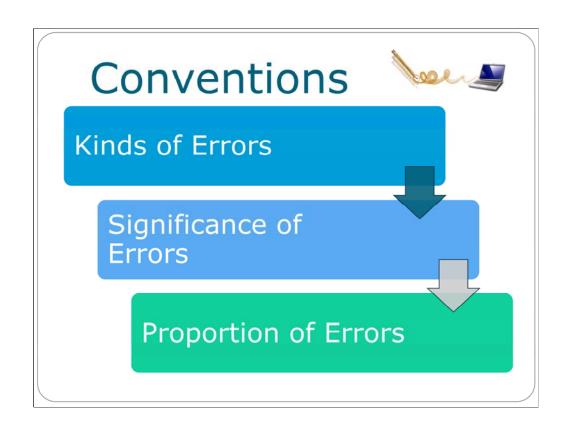


This shows a basic organizational structure – it is not intended to suggest that the 5-paragraph essay is the ultimate goal of high school writing (introduction and conclusion do not have to be set aside as separate paragraphs). Teaching students more sophisticated organizational structures will improve their writing, but a nice basic organization is all that is required to achieve a score of 4.



Many content teachers feel a little uncomfortable with this trait. ELA teachers can help by teaching to this trait, sharing ideas with colleagues, and possibly even scoring a colleague's papers for sentence fluency and conventions until he/she becomes more comfortable and familiar with the scoring guide.

Point out the sequence – first, is the writing easy to read? (Ignore punctuation errors and read aloud.) Second, is there variety in sentence structure, beginnings and lengths? Stylistic control, such as parallel structure, effective use of fragments, natural sounding dialogue contribute to scores of 4 or higher, but are not required to earn a score of 4.



Because this is just a review session, this is an overview of the issues in Conventions. There are lots more training issues and materials which are covered in the in-depth training session. Pages immediately following the scoring guide in the Participant Handout Packet contain more detailed information and examples of Conventions errors.

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 11th 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, two-page, 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 that has two or three ineffective fragments might not.



Conventions

- □ Correct end-of-sentence punctuation?
 - Run-on sentences
 - Comma splices
 - Fragments (none or just a few effective ones)
 - Internal punctuation
- ☐ Correct spelling of common words? (grade level appropriate)
- □ Correct capitalization?



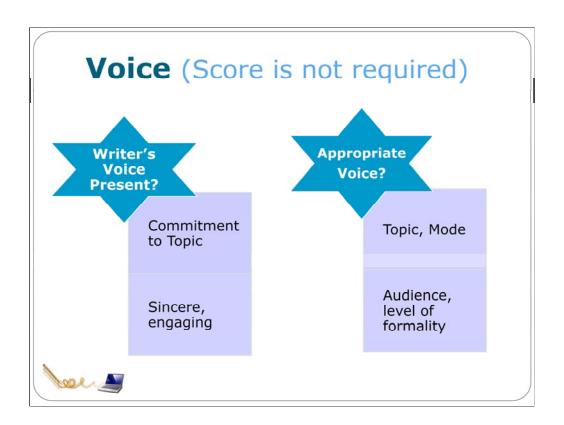
This is an area that many content teachers feel unsure about. In their session, conventions focuses on basic issues like end of sentence punctuation, correct spelling and capitalization. Generally, papers that are very competent in conventions and papers that are really low in conventions will be obvious to most teachers.

English Language Arts teachers may wish to offer support to colleagues by reviewing borderline papers for conventions.

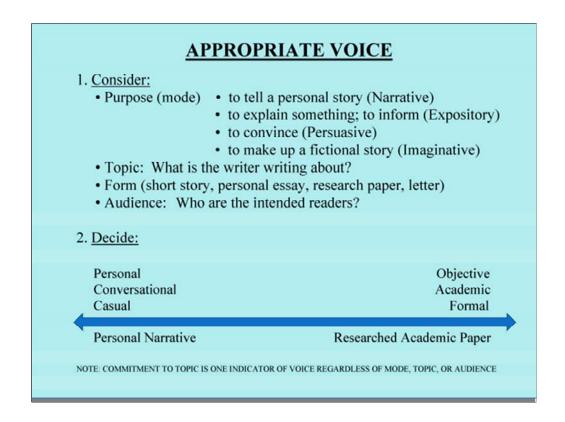


Point out that there are different grade level expectations for each trait and especially for conventions. Also note that we are scoring "usage" not "grammar" – students' ability to use standard English in writing not the ability to name parts of speech. Refer to this handout in the packet so that teachers are aware of differences in expectations for various grade levels.

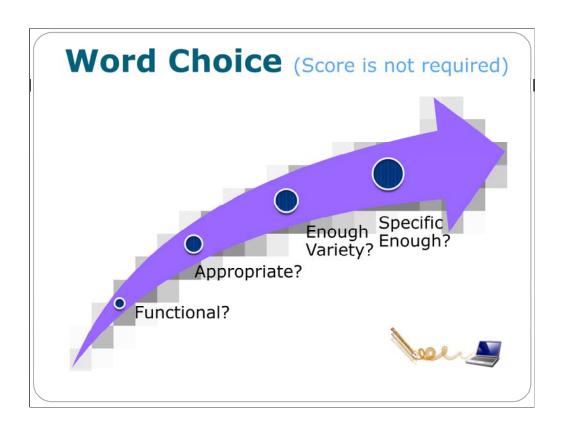
For facilitator background, specific expectations for each trait/each grade level can be found on ODE website at http://www.ode.state.or.us/wma/teachlearn/testing/dev/testspecs/asmtwrtestspecsh s_0910.pdf



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 gives 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 page is included in the handout materials. Remind ELA teachers that content teachers sometimes view voice as purely an English Teacher Thing — especially relevant to narrative or imaginative writing. But good writing in any subject is engaging and uses an appropriate voice for the topic. Point out the note at the bottom of this handout.



Again, this trait is not required. 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



ELA teachers are familiar with the writing process. Use this opportunity to have them share some strategies they use to incorporate the writing process in their classrooms. Refer to the handout Incorporating the Writing Process in Work Samples or Classroom Activities.

Next few slides will offer some suggestions to include the scoring guide in the writing process. This is another area where ELA teachers could share ideas and offer support to content teachers in trying to incorporate some writing process in their writing assignments. You may want to have teachers pair and share, small group report out, etc. since it has been a while since they were active participants in this workshop.

Teachers do not need to provide time for or require evidence of each stage for every classroom 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.



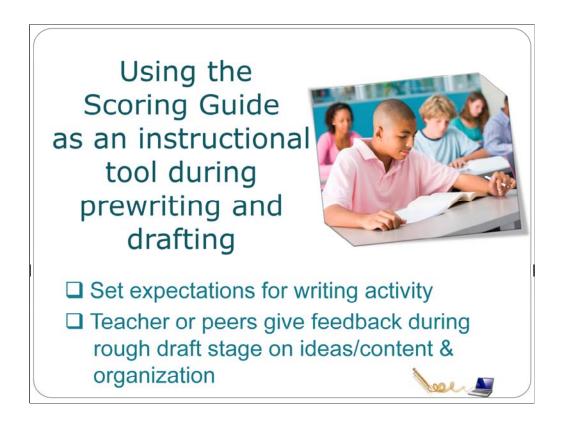
The Writing Scoring Guide

Purposes



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

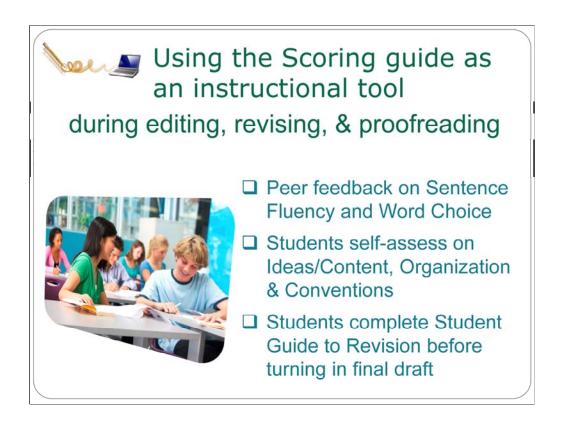
English Language Arts teachers already use writing in the first 3 manners listed, even if they have not been using the terms formative and summative. Reinforce using the scoring guide frequently and for different purposes.



Have participants review Handout: "Student Language Scoring Guide: High School Condensed Version"

GREAT resource for use with students in classroom--ONE PAGE front and back--can be used in many activities such as those suggested here. Student understanding of the scoring guide and their ability to apply it to anonymous sample student papers greatly improves their ability to self-assess their own writing. Encourage teachers to use sample student papers from ODE's website to have students practice scoring other papers and practice rewriting to improve lower scores on model papers.

Discuss whether or how they might use it in addition to the two suggestions here. Can be an activity.



Have participants review the Handout: "High School Guide to Revision" for final bullet. Although this resource is provided to students as part of the State Writing Assessment, it is also useful for classroom writing assignments.

Point out Quarter page scoring form in Handouts which can be used to return scores with student work. Remind teachers that it is ok to select one, two or three traits to focus on during instruction and formative assessment. Not all papers need to be scored for all traits all the time!

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.

Formative Assessment

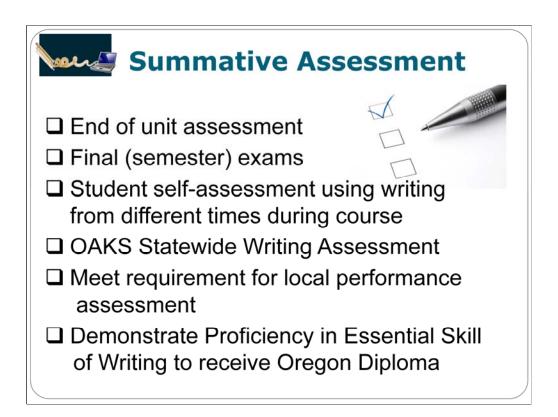
In order to target instruction effectively, to re-teach when necessary, to offer needed support, and to provide appropriately challenging assignments, teachers must have an ongoing and accurate understanding of their students' literacy capabilities."

Torgeson & Miller, 2009



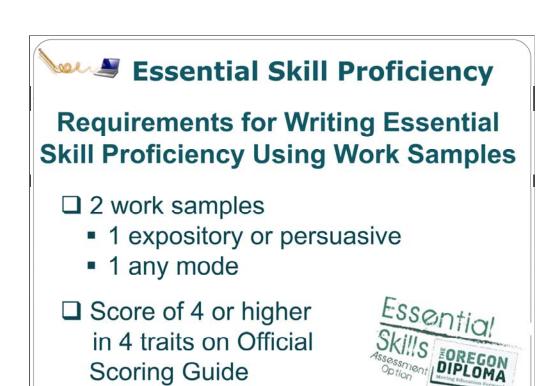
This quote from research on effective literacy instruction emphasizes the importance of identifying student strengths and weaknesses in writing and targeting instruction to increase skills. The Oregon Writing Scoring Guide is uniquely suited to analyze the various traits of writing and provide important information to teachers, students and parents.

Ultimately, as English Language Arts teachers, our mission is literacy!



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

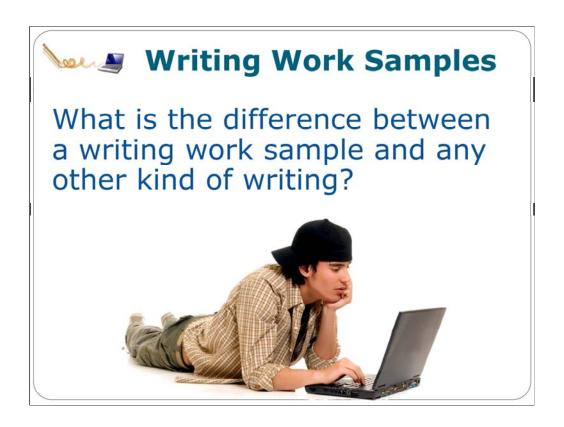
Bullet #3 refers to the idea of keeping samples of a student's writing during a semester or year and then returning several papers from different times as a packet to show both teacher and student the growth over time – sort of a mini-portfolio.



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)

Refer to Handout – Guidelines for Writing Work Samples.

Discussion question for whole group or small groups is "How is our school set up to help students succeed with writing work samples? What is our role as English Language Arts instructors in this process?" Excellent activity – allow enough time for group discussions and report out to large group – 10 - 20 minutes.



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

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





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

There is an element of design to work samples. Key words are **long enough** and **complex enough**

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



Work Sample Design

What is long enough and 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



Point out the importance of sufficient student writing to be able to apply the scoring guide and for students to meet the standard.

Refer to handout: "Tips for Writing Work Samples."

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 of the handout -- on this slide.

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



West 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

Ask teachers to share how they address various modes of writing in their English Language Arts courses – including the types of assignments they currently give that could potentially qualify as work samples.

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

Refer to the handouts – Writing Work Samples – Appropriate Forms and Modes -- to help teachers increase student understanding of how to write to various modes.



Unsuitable (NOT long or complex enough)

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



Refer participants to Handout – "Work Samples: Appropriate Forms and Modes."

Some of these activities 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.



Work Sample Design

Key to Success: Good Prompts

- 1. Clear, concise wording
- 2. Identify task and mode
- 3. Be open-ended
- 4. Be free from bias
- 5. Encourage fresh, original thinking

Refer participants to Handout – Criteria for Effective Writing Prompts. This slide summarizes some key points in that handout, but it is worth spending a little time going through the handout together or in small groups.

Also included in handouts is a set of High School Writing Prompts (Grades 9-10-11-12) which are prompts from State Writing Assessments that have been released for practice purposes or classroom activities. Curriculum-embedded prompts are much better for classroom work and can be used as work samples; however, these may be useful for students to practice writing to an assigned prompt.



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.

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. J:\ASMT\Essential Skills Assessments\Math Page M-5

Discussion Question for participants: How is the use of outside resources in Essential Skills work samples addressed in your school?



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.



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.

Refer to handout: The Power of Word Processing for the Student Writer by Steven Graham.

This is a good opportunity for some participant interaction. Consider a jigsaw activity dividing the participants into 3 groups with each group responsible for one of the three main chapters in the article. Each group then plans a short explanation for the whole group of the section of the handout they read. This activity should take about 15 - 20 minutes, depending on the size of the group: 2-3 minutes to read a section; 3-5 minutes to plan which important points to emphasize; 10+ minutes to report out to whole group. Remember, busy teachers are unlikely to read the whole handout later on their own! You can summarize introduction to begin activity and use comments from the group reports to highlight key ideas from the Final Comment section.



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.)



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 indepth workshops will be available for those who wish to extend their knowledge

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. Questions: How is your school/district planning to score writing work samples for the Essential Skill?



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.

Refer to Handout: Official Writing Scoring Form.

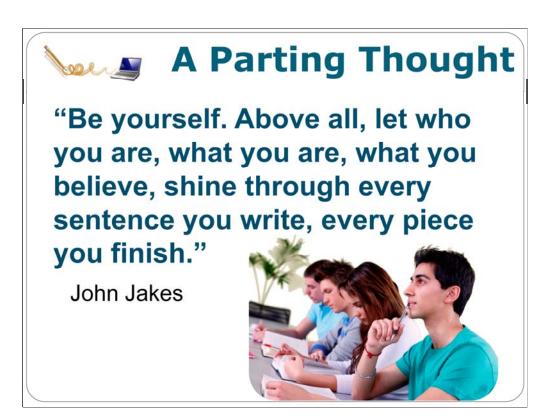
Students may receive feedback after a work sample has been scored and they may revise the work sample (in a supervised setting) and resubmit it to be scored again. Typically, this would be offered to students whose paper nearly meets the standard of all 4's rather than for papers in the 1 & 2 range where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



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 follow-up questions etc.

Final 2 pages in Participant's Handout packet show the 10 main writing standards from the Common Core State Standards and the detailed information about each mode of writing called for in the CCSS. This should be good news to ELA teachers because of the close alignment to Oregon's existing writing content standards and Official Writing Scoring Guide!



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

Next step will be going through the sample student paper packet for practice/ calibration scoring.

OREGON DEPARTMENT OF EDUCATION OFFICIAL SCORING GUIDE, WRITING 2011-12

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.

OREGON DEPARTMENT OF EDUCATION OFFICIAL SCORING GUIDE, WRITING 2011-12

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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Conventions: Clarification of "End-of-sentence punctuation"

Score of 4: "correct end-of-sentence punctuation; internal punctuation may sometimes be incorrect" (Scoring Guide)

Score of 3: "end-of-sentence punctuation that is usually correct; however, internal punctuation contains frequent errors" (Scoring Guide)

Correct end-of-sentence punctuation means that the writing

- is characterized by complete sentences, punctuated correctly
- avoids run-on sentences
- avoids comma splices
- generally avoids fragments; they are used sparingly and effectively, if at all

Run-on sentences

- complete lack of punctuation between sentences
- never correct (maybe stream-of-consciousness in published works)

Last summer we camped near Cape Arago on the southern Oregon coast we saw lots of seals, sea lions, cormorants, and other marine life. My brother climbed on the huge rock formations he thought they looked like alien spaceships.

Just for fun, my grandmother and I rode on the tram in Portland from the river up to OSHU it was great because at the top, we could see the whole city, the river, and Mount Hood.

Comma splices

- separating two complete sentences with only a comma
- never correct

Last summer we camped near Cape Arago on the southern Oregon coast, we saw lots of seals, sea lions, cormorants, and other marine life. My brother climbed on the huge rock formations, he thought they looked like alien spaceships.

Just for fun, my grandmother and I rode on the tram in Portland from the river up to OSHU, it was great because we could see the whole city, the river, and Mount Hood.

Fragments

- · parts of sentences;
- incomplete sentences
- OK if used sparingly and effectively incorrect if used frequently and ineffectively

Ineffective fragments:

We wanted to visit the Interpretive Center at the John Day Fossil Beds. Although we didn't have much time. It shows how eastern Oregon was once a tropical forest. Which is so amazing. Especially since it's a high desert now. At different times various animals lived there. Such as a rhino, an elephant, a saber-toothed cat, and a very small horse.

Effective fragment:

The car was careening around the icy curve at top speed when it suddenly went into a series of crazy spins. We were thrown violently from one side to another until we came to a stop. A screeching, lurching stop.

Error Analysis and Classification

Examples of Errors	Type of Error	Trait Affected
"Someone that encourage you" "When parents talks about school" "I wonder where he get the energy"	Subject/Verb Agreement	Conventions
"Both his grandparent were poor"	Problem with Plural Form	Conventions
"At the age of 5, both his parents die " "He had to started working" " He has always work hard"	Verb Tense Problem	Conventions
"If one student is doing good "	Adverb vs. Adjective Form	Conventions
"Some parents requirement a uniform" "The principal ruler is that you need" "You need to have a permit of your parents"	Word Form Problem	Conventions, not word choice
"Second issue is what parents think" "Big influence in schools is"	Missing Article (perhaps 1 in an essay can be overlooked, but not if there's a pattern)	•
"first thing comes into mind"	Missing Word(s) (perhaps one can be overlooked but not if there's a pattern)	Sentence Fluency
"What education there will be?"	Inverted Word Order	Sentence Fluency
?	Error in Word Use (Wrong word is used.)	Word Choice

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 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) 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 use correctly in contractions and singular and plural possessives Use commas in dates, locations, and addresses, and for items in a series 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. 	 correctly spelled common words appropriate to grade level, and words derived from common bases or roots few misspellings of more difficult words 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 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 Capitalization correct capitalization, including within quotation marks 	 correctly spelled common words appropriate to grade level few misspellings of more difficult words 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 generally correct use of commas (after introductory phrases, in compound sentences, in a series) internal punctuation is generally correct correct use of apostrophes in Use conventions of punctuation correctly, including semicolons, colons, ellipses, and hyphens Capitalization correct capitalization, including within quotation marks 	

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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