


Using the Writing Scoring Guide –

A Refresher for English Language Arts Teachers



Information provided by Oregon Department of Education
Office of Assessment and Information Services
Updated for 2011-12


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The Essential Skill of Writing

Using the Writing Scoring Guide

A Refresher Training for
English Language Arts Teachers




Updated for 2011-12



Goals for this workshop


- 1) Review**
 - a) Oregon's Writing Scoring Guide
 - b) Classroom uses of the Writing Scoring Guide
 - c) Supporting colleagues in writing across the curriculum
- 2) Understand**
 - a) 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**



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

Three 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 you use the Writing Scoring Guide with your students?





Essential Skill Proficiency




How do you use the writing scoring guide to assess student writing?



Let's Review the Scoring Guide!






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



Six Writing Traits

1. Ideas and Content *

2. Organization *

3. Voice

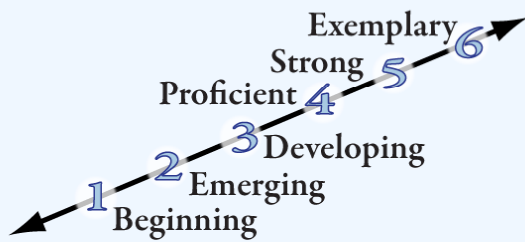
4. Word Choice

5. Sentence Fluency *

6. Conventions *

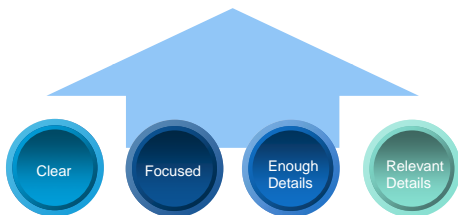
* Must meet score of 4 for proficiency

Writing Scoring Scale

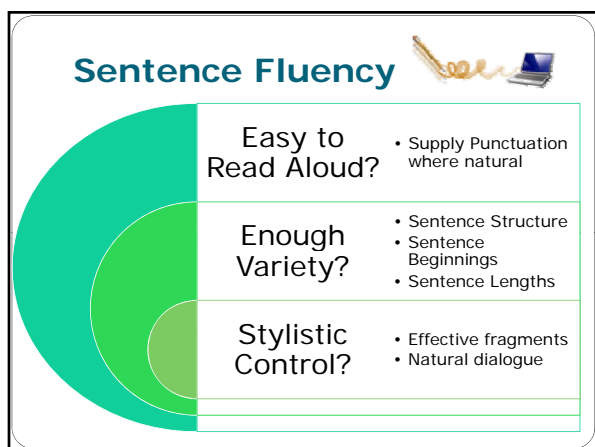


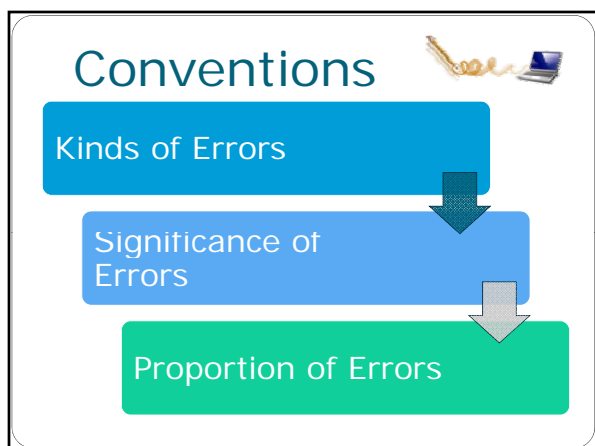
Ideas and Content

Ideas and Content











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?



Grade Level Expectations



Conventions: Skill Level Guidelines		
Grade 4	Grade 7	Grade 10
Spelling <ul style="list-style-type: none">• correctly spelled common words and basic medical words appropriate to grade level• difficult words may be phonetically spelled Usage <ul style="list-style-type: none">• basic control of subject/verb agreement although there may be a few errors• generally correct verb tense in regular and irregular verbs• generally correct use of adjectives, prepositions and coordinating conjunctions (and, or, but) Punctuation <ul style="list-style-type: none">• correct use of sentence punctuation• use quotation marks to identify the words of a speaker and titles of short works (e.g., articles, poems and songs)• exclamation points are generally used correctly in exclamations and singular and plural possessives• use commas in dates, locations, and addresses, and for items in a series Capitalization <ul style="list-style-type: none">• correctly capitalize sentence beginnings, proper nouns (Mr., Mrs., and titles of short stories, and pronouns "I")• correctly capitalize first and last words of quotations, when appropriate	Spelling <ul style="list-style-type: none">• correctly spelled common words appropriate to grade level and words derived from common bases or roots• few misspellings of more difficult words Usage <ul style="list-style-type: none">• basic control of subject/verb 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 <ul style="list-style-type: none">• correct end of sentence punctuation• commas are correctly placed in dates and in a series• attempts at internal punctuation (semicolons, colons, semicolons) 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 <ul style="list-style-type: none">• correct capitalization, including within quotation marks	Spelling <ul style="list-style-type: none">• correctly spelled common words appropriate to grade level• few misspellings of more difficult words Usage <ul style="list-style-type: none">• 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 <ul style="list-style-type: none">• 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 <ul style="list-style-type: none">• 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



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



Using the Scoring Guide as an instructional tool during prewriting and drafting



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





Using the Scoring guide as an instructional tool during editing, revising, & 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

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





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





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 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





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

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





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



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** 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

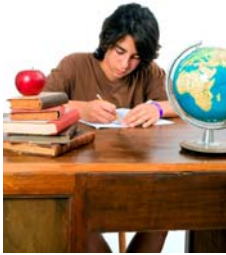
1. **Oregon's Official Scoring Form**
2. Highlighting **Oregon's Scoring Guide**

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

“Be yourself. Above all, let who you are, what you are, what you believe, shine through every sentence you write, every piece you finish.”

John Jakes



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

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

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

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

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

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

OFFICIAL SCORING GUIDE, WRITING 2011-2012

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

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

Conventions: Skill Level Guidelines

Grade 4	Grade 7	Grade 10
<p>Spelling</p> <ul style="list-style-type: none"> correctly spelled common words and bases (roots) of words appropriate to grade level difficult words may be phonetically spelled <p>Usage</p> <ul style="list-style-type: none"> 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) <p>Punctuation</p> <ul style="list-style-type: none"> 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 <p>Capitalization</p> <ul style="list-style-type: none"> 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. 	<p>Spelling</p> <ul style="list-style-type: none"> correctly spelled common words appropriate to grade level, and words derived from common bases or roots few misspellings of more difficult words <p>Usage</p> <ul style="list-style-type: none"> 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 <p>Punctuation</p> <ul style="list-style-type: none"> 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 <p>Capitalization</p> <ul style="list-style-type: none"> correct capitalization, including within quotation marks 	<p>Spelling</p> <ul style="list-style-type: none"> correctly spelled common words appropriate to grade level few misspellings of more difficult words <p>Usage</p> <ul style="list-style-type: none"> 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) <p>Punctuation</p> <ul style="list-style-type: none"> 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 <p>Capitalization</p> <ul style="list-style-type: none"> 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:



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