

Four-Strand/Four-Level Writing Scoring Guide

Everett Public Schools~ Date Revised 7/8/2011

CONTENT is writing to a narrow topic with relevant ideas supported with details, examples, facts and anecdotes so the meaning is clear.

Level 4: Advanced

- A. Focus is narrow and concentrated throughout the paper and centered on a substantive thesis/position.
- B. Reason(s) are significant; fully support the thesis/position.
- C. Elaboration is significant, purposeful, specific and precise; uses combination of details/examples/facts/anecdotes to fully support thesis/reasons; clarifies.
- D. Message is insightful, distinct and/or anticipates questions.
- E. Commentary (8th-HS) tightly connects elaboration, reason(s), and thesis/position to help the reader understand.

Level 3: Proficient

- A. Focus is maintained and consistent throughout the paper and centered on a manageable thesis/position.
- B. Reason(s) are relevant and support the thesis/position.
- C. Elaboration is meaningful, relevant and specific; uses details/examples/facts/anecdotes to support thesis/reasons; explains reasons.
- D. Message is present, interesting or important; goes beyond the obvious although may be anticipated.
- E. Commentary (8th-HS) connects elaboration, reason(s), and thesis/position.

Level 2: Basic

- A. Focus is general throughout the paper; thesis/position may be vague, unmanageable or simplistic
- B. Reason(s) are generally connected; may not adequately support the thesis/position.
- C. Elaboration is sometimes connected but does not adequately support the thesis/reasons; connection may be implied; may confuse reader.
- D. Message is present; may be simplistic, obvious or may require interpretation to make sense.
- E. Commentary (8th-HS) may connect elaboration, reason(s), and thesis/position in a general way; reader may have to infer the connections.

Level 1: Below Basic

- A. Focus is lost or wanders throughout paper; no thesis/position evident.
- B. Reason(s) do not support the thesis/position or are missing.
- C. Elaboration does not support thesis/reasons; is missing.
- D. Message is missing, severely flawed or comprised of random thoughts that make no discernable point.
- E. Commentary (8th-HS) is missing or does not connect elaboration, reason(s), and thesis/position.

ORGANIZATION is arranging events/ideas/reasons in an order that provides a sense of completeness appropriate to the purpose. It is a logical pattern, and transitions for cohesion.

Level 4: Advanced

- A. Introduction uniquely presents thesis/position. Uses one or more of the introduction strategies. Creatively engages the reader. Gives a strong sense of direction.
- B. Middle reasons/elaboration are tightly and purposefully arranged in a unified, cohesive and/or logical pattern to develop the thesis/position; has a sense of completeness.
- C. Transitions intentionally signal/imply connections throughout the text; clearly provide a sense of cohesion (between/within-paragraphs).
- D. Conclusion signals a thought-provoking and insightful wrap-up that tightly connects to the thesis and body of the paper. Uniquely uses one or more conclusion strategies.

Level 3: Proficient

- A. Introduction presents thesis/position. Effectively uses one or more of the introduction strategies. Engages the reader. Gives a sense of direction.
- B. Middle reasons/elaboration are arranged in a unified, cohesive and/or logical pattern to develop the thesis/position; has a sense of completeness.
- C. Transitions show, signal, or maintain connections (between/within-paragraphs).
- D. Conclusion provides a strong wrap-up that effectively connects to the thesis and body of paper, more than a summary. Effectively uses at least one or more of the conclusion strategies.

Level 2: Basic

- A. Introduction may only state main points or restate prompt. May attempt one or more of the introduction strategies. Does not attempt to engage the reader. Limited sense of direction.
- B. Middle reasons/elaboration are loosely arranged or are outline-like (formulaic); may lack completeness.
- C. Transitions are telling/sequencing connections (between/within-paragraphs).
- D. Conclusion is limited to summarizing; may attempt one or more of the conclusion strategies.

Level 1: Below Basic

- A. Introduction is missing; introduction strategy is not attempted; leaves reader with no direction.
- B. Middle reasons/elaboration are randomly or illogically ordered; may lack completeness.
- C. Transitions are incorrectly used, omitted, or repetitive in use (between/within-paragraphs).
- D. Conclusion is missing or restates topic/thesis or the text abruptly ends. Conclusion strategy is not attempted.

STYLE is writing fluently with well-chosen words while using an engaging voice.

Level 4: Advanced

- A. Sentences create an appropriate cadence to address a designated audience/purpose/form; shows an intentional use of sentence beginnings, structures and lengths.
- B. Word Choice is vivid, apt, memorable; is natural and never overdone; uses various active verbs.
- C. Voice uses tone that engages designated audience; may take risks.

Level 3: Proficient

- A. Sentences create a suitable cadence for a designated audience/purpose/form through a variety of beginnings, structures and lengths.
- B. Word Choice is specific and persuasive/compelling; strengthens writing, and shows use of active verbs.
- C. Voice uses tone that is appropriate for designated audience; writes in a consistent voice.

Level 2: Basic

- A. Sentences create a cadence that is troublesome for audience/purpose/form due to limited variety of beginnings, structures and lengths.
- B. Word Choice is limited; does not enhance writing; may show thesaurus overload, and/or mostly uses passive verbs.
- C. Voice uses tone that is inconsistent with relationship to designated audience.

Level 1: Below Basic

- A. Sentences create a cadence that is awkward for audience/purpose/form using minimal variety of beginnings, structures and lengths.
- B. Word Choice shows redundancy; is incorrect/has omissions, or confuses and weakens the writing.
- C. Voice uses tone that does not address the designated audience.

CONVENTIONS is using rules of standard English for usage, spelling, capitalization, punctuation, and paragraphs to make the meaning of the text clear.

Level 4: Advanced

intentionally applies usage, spelling, capitalization, punctuation and paragraphs to enhance meaning; may break rules for style purposes; demonstrates good command of conventions.

Level 3: Proficient

lower grade-level expectations must be met. Accurately applies grade-level usage, spelling, punctuation and paragraph expectations; has competent use of conventions.

Level 2: Basic

consistently applies lower grade-level usage, spelling, capitalization, punctuation and/or paragraph expectations; lower grade-level errors do not interfere with meaning and/or readability.

Level 1: Below Basic

inconsistently applies lower grade-level usage, spelling, capitalization, punctuation, and/or paragraph expectations; lower grade-level errors interfere with meaning and/or readability.

Comment: (In addition, mark off-prompt, off-mode here)