

Student Language Scoring Guide: High School Condensed Version

<p><u>5/6: STRONG</u> The paper is usually longer and more complex. It shows strong writing skills.</p>	<p><u>4: SOLID</u> The paper is long enough to show what 10th Graders should be able to do.</p>	<p><u>3: ALMOST THERE</u> The paper is not long enough, or it has some problems.</p>	<p><u>2/1: NEEDS WORK</u> The paper is much too short, or it has significant problems.</p>
<p>5/6 IDEAS: STRONG</p> <ul style="list-style-type: none"> • <u>Purpose and main ideas</u>: interesting; stand out; clear and focused • <u>Supporting details</u>: <ul style="list-style-type: none"> ▪ many strong, rich, specific details explain the main ideas; interesting ▪ balanced, in-depth, focused ▪ seem carefully chosen for audience and purpose • <u>Writer shares new understandings</u> • <u>Outside resources, if used</u>: provide strong, accurate, believable details • <u>Writing holds the reader's attention</u> 	<p>4 IDEAS: SOLID</p> <ul style="list-style-type: none"> • <u>Purpose and main ideas</u>: clear, focused, easy to understand • <u>Supporting details</u>: <ul style="list-style-type: none"> ▪ enough to develop main ideas ▪ most are specific ▪ most are focused and related to the main ideas; on the topic ▪ most are explained or developed ▪ show some awareness of audience and purpose • <u>Writer may share new understandings</u> • <u>Outside resources, if used</u>: provide accurate ideas and supporting details 	<p>3 IDEAS: ALMOST THERE</p> <ul style="list-style-type: none"> • <u>Purpose and main ideas</u>: clear, easy to understand • <u>Supporting details</u>: <ul style="list-style-type: none"> ▪ may not be enough to develop the ideas ▪ may be too general (not specific) ▪ some may be off the topic ▪ may not be explained (list events or points without explanation) ▪ may sound too much like another story or movie • <u>Outside resources, if used</u>: provide questionable ideas or details 	<p>2/1 IDEAS: NEEDS WORK</p> <ul style="list-style-type: none"> • <u>Purpose and main ideas</u>: not very clear; reader may have to guess at what they are • <u>Supporting details</u>: <ul style="list-style-type: none"> ▪ paper may be much too short, without enough ideas or details ▪ may be off the topic ▪ may be repeated over and over ▪ may not be understandable
<p>5/6 ORGANIZATION: STRONG</p> <ul style="list-style-type: none"> • <u>The reader can follow the writing easily</u>: ideas and details are placed in an order that moves the reader right along • <u>Beginning</u>: inviting; makes the reader want to keep reading • <u>Ending</u>: satisfying • <u>Connecting words and phrases</u>: smooth; effective; make the writing easy to follow from one part to the next • <u>Paragraph breaks</u>: used effectively • <u>Writing may follow a formula</u>, but it is graceful, skillful, and subtle 	<p>4 ORGANIZATION: SOLID</p> <ul style="list-style-type: none"> • <u>The reader can follow the writing</u>: ideas and details are placed in an order that makes sense • <u>Beginning</u>: can be identified; enough to make up at least one paragraph • <u>Ending</u>: can be identified; enough to make up at least one paragraph • <u>Connecting words and phrases</u>: help the reader follow from one part to the next • <u>Paragraph breaks</u>: are there; helpful • <u>Writing may follow a formula</u> (such as the classic “five-paragraph essay”) 	<p>3 ORGANIZATION: ALMOST THERE</p> <ul style="list-style-type: none"> • <u>The reader can follow the writing most of the time, but some parts may be a little unclear</u>: some ideas and details may be placed where they do not make the most sense; some may seem out of place • <u>Beginning</u>: too short or too obvious • <u>Ending</u>: too short or too obvious • <u>Connecting words and phrases</u>: some ones may be used too often (and, so, but, then); points may be numbered • <u>Paragraph breaks</u>: some may be there 	<p>2/1 ORGANIZATION: NEEDS WORK</p> <ul style="list-style-type: none"> • <u>The reader has a hard time following the writing and may be confused often</u>: ideas and details are not in an order that makes sense • <u>Beginning</u>: may not be there, or is much too short • <u>Ending</u>: may not be there, or is much too short • <u>Body</u>: may not be there, or is much too short • <u>Paragraph breaks</u>: may not be there
<p>5/6 VOICE: STRONG</p> <ul style="list-style-type: none"> • <u>Commitment to topic</u>: the writer seems very committed • <u>Appropriateness of voice, considering topic, audience, purpose</u>: very appropriate; writer is personal or more objective • <u>Other indications</u>: very sincere, lively, exciting, suspenseful, expressive, funny • Reader may feel a strong connection with writer 	<p>4 VOICE: SOLID</p> <ul style="list-style-type: none"> • <u>Commitment to topic</u>: the writer seems committed • <u>Appropriateness of voice, considering audience and purpose</u>: a voice is present; the writing is personal enough or objective enough most of the time • <u>Other indications</u>: when appropriate, sincere, lively, expressive, engaging, funny 	<p>3 VOICE: ALMOST THERE</p> <ul style="list-style-type: none"> • <u>Commitment to topic</u>: the writer seems somewhat committed • <u>Appropriateness of voice, considering audience and purpose</u>: not appropriate much of the time; too personal and not objective enough or not personal enough • <u>Paper may not be long enough</u> to show the ability to maintain an appropriate voice 	<p>2/1 VOICE: NEEDS WORK</p> <ul style="list-style-type: none"> • <u>Commitment to topic</u>: the writer does not seem interested in the topic or involved with the reader • <u>Appropriateness of voice, considering audience and purpose</u>: the writing may seem lifeless and flat

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<p>5/6 WORD CHOICE: STRONG</p> <ul style="list-style-type: none"> • <u>Kinds of words</u>: strong, specific, accurate, interesting; also natural and not overdone; ordinary words used in an unusual way; words energize the writing • <u>Variety</u>: rich, broad range of words • <u>Slang, if used</u>: effective(as in dialogue) • <u>Descriptive or figurative language</u>: may create clear images in reader’s mind • <u>Appropriateness for audience, purpose</u>: very appropriate; carefully chosen words 	<p>4 WORD CHOICE: SOLID</p> <ul style="list-style-type: none"> • <u>Kinds of words</u>: words that work; get the meaning across • <u>Variety</u>: variety of words used • <u>Slang, if used</u>: does not seem to be used on purpose (as it might in dialogue) • <u>Descriptive, figurative, or technical language, if used</u>: may seem overdone or overused once in a while • <u>Clichés</u>: avoids overused phrases, sayings, and expressions most of the time 	<p>3 WORD CHOICE: ALMOST THERE</p> <ul style="list-style-type: none"> • <u>Kinds of words</u>: there are too general; not specific; once in a while, a wrong word may be used; may not be appropriate for audience and purpose in places • <u>Variety</u>: not much variety; some words may be repeated too often; paper may not be long enough to see enough variety • <u>Clichés</u>: may be extensive use of overused phrases, sayings, or expressions 	<p>2/1 WORD CHOICE: NEEDS WORK</p> <ul style="list-style-type: none"> • <u>Kinds of words</u>: many or most are too general and vague; not specific; or inaccurate • <u>Misused words</u>: there may be so many wrong words that the reader has trouble figuring out what the writer is trying to say • <u>Variety</u>: little variety; words may be repeated over and over
<p>5/6 SENTENCE FLUENCY: STRONG:</p> <ul style="list-style-type: none"> • <u>Overall</u>: writing is very easy to read out loud; a fluent, natural sound, with one sentence flowing into the next; much variety in sentences makes the writing more interesting • <u>Sentence beginnings</u>: sentences begin in many different ways • <u>Sentence lengths</u>: some short, some medium, some long • <u>Sentence patterns</u>: variety of patterns • <u>Dialogue, if used</u>: sounds natural. 	<p>4 SENTENCE FLUENCY: SOLID</p> <ul style="list-style-type: none"> • <u>Overall</u>: writing is easy to read out loud; sounds natural; variety of sentence beginnings, lengths, and patterns • <u>Sentence beginnings</u>: most sentences begin in different ways • <u>Sentence lengths</u>: some sentences are shorter; some are longer • <u>Sentence patterns</u>: sentences have different patterns • <u>Dialogue, if used</u>: most sounds natural 	<p>3 SENTENCE FLUENCY: ALMOST THERE</p> <ul style="list-style-type: none"> • <u>Overall</u>: some parts are easy to read out loud; other parts are more difficult, and the reader may have to slow down or re-read; may not be enough variety in sentences • <u>Sentence beginnings</u>: some begin in the same way, although some are different • <u>Sentence Lengths</u>: many sentences may be about the same length • <u>Sentence patterns</u>: many are the same, although some are different • <u>Dialogue</u>: may not sound natural 	<p>2/1 SENTENCE FLUENCY: NEEDS WORK</p> <ul style="list-style-type: none"> • <u>Overall</u>: difficult to read out loud; the reader has to slow down or re-read because of the way sentences are formed • <u>Sentence beginnings</u>: many begin the same way • <u>Sentence lengths</u>: most may be about the same length—either short and choppy or long and rambling • <u>Sentence patterns</u>: may be repeated over and over • <u>Order of words</u>: mixed up; confusing
<p>5/6 CONVENTIONS: STRONG</p> <ul style="list-style-type: none"> • <u>Sentences</u>: end where they should with the correct punctuation mark; no run-ons, comma splices, or fragments • <u>Spelling</u>: even difficult words correct • <u>Verb tense & point of view</u>: consistent • <u>Dialogue</u>: punctuated correctly • <u>Capitalization</u>: correct • <u>Punctuation within sentences</u>: correct • <u>Errors</u>: may be a few minor errors • <u>Variety</u>: wide range, usually in a longer and more complex paper (for example, colons, semi-colons, parentheses, many different uses of commas, dialogue, dashes, hyphenated words) 	<p>4 CONVENTIONS: SOLID</p> <ul style="list-style-type: none"> • <u>Sentences</u>: end where they should with the correct punctuation mark; few if any run-ons, comma splices, or fragments • <u>Spelling</u>: common words correct • <u>Verb tense & point of view</u>: consistent • <u>Any dialogue</u>: punctuated correctly • <u>Capitalization</u>: correct • <u>Punctuation within sentences</u>: sometimes incorrect (e.g., some commas) • <u>Errors</u>: some errors, but few major errors; the most important rules are followed most of the time • <u>Variety</u>: not wide range, but paper is long enough and just complex enough to show solid 10th Grade skills 	<p>3 CONVENTIONS: ALMOST THERE</p> <ul style="list-style-type: none"> • <u>Sentences</u>: most end where they should with the correct mark, but some do not; some run-ons, comma splices, fragments • <u>Spelling</u>: some common words incorrect • <u>Verb tense & point of view</u>: may be inconsistent • <u>Dialogue</u>: may be some errors • <u>Capitalization</u>: may be some errors • <u>Punctuation within sentences</u>: errors • <u>Errors</u>: more errors; some are basic • <u>Variety</u>: in some papers, conventions may be correct, but paper is not long enough or is too simple to show solid 10th Grade skills 	<p>2/1 CONVENTIONS: NEEDS WORK</p> <ul style="list-style-type: none"> • <u>Sentences</u>: most do not end where they should with the correct punctuation mark; many run-ons, comma splices, fragments • <u>Spelling</u>: many common words may be incorrect • <u>Capitalization</u>: may be many errors • <u>Grammar</u>: may be many basic errors • <u>Errors</u>: so many basic errors that the reader has a hard time figuring out what the writer is trying to say

