

STUDENT SCORING GUIDE 2003-2004

WRITING, CIM

IDEAS AND CONTENT	
-- Communicating knowledge of the topic, including relevant examples, facts, anecdotes and details --	
<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 has</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 or 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 that fit the audience and purpose. The writing has</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 or 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 has</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 not always well-chosen for audience and purpose. 	<p>3 The reader can understand the main ideas, but they may be overly broad or simplistic. Supporting detail is often limited, overly general, or sometimes strays off the topic. The writing has</p> <ul style="list-style-type: none"> • an easily identifiable purpose and main idea(s). • predictable or overly-obvious main ideas or plot; conclusions or main points seem to be the kind we've heard many times before. • support is attempted, but details are limited in scope or quantity, out of balance with too much or too little for particular points, somewhat off topic, predictable, or overly general. • details that may not be based on 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 paper has</p> <ul style="list-style-type: none"> • an unclear purpose that requires the reader to guess the main ideas. • minimal development; insufficient details. • irrelevant details that are off topic and clutter the paper. • extensive repetition of detail. 	<p>1 The writing lacks a central idea or purpose. The writing has</p> <ul style="list-style-type: none"> • ideas that are extremely limited or unclear. • minimal or non-existent development; the paper is too short to demonstrate the development of an idea.

ORGANIZATION

-- Structuring information in logical sequence, making connections and transitions among ideas, sentences and paragraphs --

6	<p>The organization helps to communicate the central idea(s) and its development. The order and structure are compelling and move the reader through the text easily. The writing has</p> <ul style="list-style-type: none"> • effective or creative sequencing; 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 (sentence, paragraphs, ideas). • details that fit where placed. 	5	<p>The organization helps to communicate the central idea(s) and its development. The order and structure are strong and move the reader through the text. The writing has</p> <ul style="list-style-type: none"> • effective sequencing; 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 closing. • smooth, effective transitions among all elements (sentences, paragraphs, ideas). • details that fit where placed.
4	<p>Organization is clear and consistent. Order and structure are present, but may be too obvious. The writing has</p> <ul style="list-style-type: none"> • clear sequencing. • an organization that may be predictable. • a 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 predictable. • an organization which helps the reader, despite some weaknesses. 	3	<p>An attempt at organization has been made, but it is inconsistent, ineffective or too obvious. The writing has</p> <ul style="list-style-type: none"> • attempts at sequencing, but the order or the relationship among ideas is sometimes unclear. • a beginning and an ending which are probably there, but which are either undeveloped (too short) or too obvious (e.g., “My topic is...”; “These are all the reasons that...”). • overuse of the same few transitional devices (e.g., “and,” “then,” “but,” “so,” “or,” “for,” “yet,” numbering). • a structure that is too tight, almost like a formula. • placement of details that is sometimes confusing. • an organization that helps the reader in some places, but breaks down in others.
2	<p>The writing lacks a clear organizational structure. 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 has</p> <ul style="list-style-type: none"> • some attempts at sequencing, but the order or the relationship among ideas is frequently unclear. • a missing or extremely undeveloped beginning, body, or ending. • a lack of transitions, or when present, ineffective or overused transitions. • details that seem to be randomly placed, leaving the reader frequently confused. 	1	<p>The writing doesn’t hold together. Even after rereading, the reader remains confused. The writing has</p> <ul style="list-style-type: none"> • a lack of effective sequencing. • a failure to provide a beginning and/or ending. • a lack of transitions. • problems with pacing; the reader feels either bogged down in trivia or rushed along too rapidly.

VOICE

--Expressing ideas in an engaging and credible way for audience and purpose --

6	<p>The writer has chosen a voice appropriate for the topic, purpose, and audience. The writer seems deeply committed to the topic, and there is an exceptional sense of “writing to read.” The writing is expressive, engaging, or sincere. The writing has</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 have 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. • a sense that the topic has come to life; when appropriate, the writing may show originality, liveliness, honesty, conviction, excitement, humor, or suspense. 	5	<p>The writer has chosen a voice appropriate for the topic, purpose, and audience. The writer seems committed to the topic. The writing is expressive, engaging, or sincere. The writing has</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 a more academic voice; both should be engaging, lively, or interesting. Technical writing may require greater distance.) • a strong sense of audience. • a sense that the topic has come to life; when appropriate, the writing shows originality, liveliness, honesty, conviction, excitement, humor, or suspense.
4	<p>A voice is present. The writer demonstrates commitment to the topic. In places, the writing is expressive, engaging, or sincere. The writing has</p> <ul style="list-style-type: none"> • an inconsistent 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. • liveliness, sincerity, or humor, however, at times the writer may be either inappropriately casual or personal, or inappropriately formal and stiff. 	3	<p>The writer’s commitment to the topic seems limited. The writer may use a voice that is either inappropriately personal or inappropriately impersonal. The writing has</p> <ul style="list-style-type: none"> • no apparent matching of voice to topic, purpose, and audience. • a limited sense of audience. • an occasional sense of the writer behind the words; however, the voice may shift or disappear a line or two later. • limited ability to shift to a more objective voice when necessary.
2	<p>The writing provides little sense of involvement or commitment. There is no evidence that the writer has chosen a suitable voice. The writing has</p> <ul style="list-style-type: none"> • a lack of audience awareness; there is little sense of “writing to read.” • little or no hint of the writer behind the words. There is rarely a sense of interaction between the reader and writer. • a voice that is likely to be overly formal and personal. 	1	<p>The writing seems to lack a sense of involvement or commitment. The writing has</p> <ul style="list-style-type: none"> • no engagement of the writer; the writing is flat, lifeless, stiff, or mechanical. • a lack of audience awareness. • no hint of the writer behind the words, with little sense of interaction between writer and reader; the writing does not involve or engage the reader when it should.

WORD CHOICE

Selecting functional, precise and descriptive words appropriate for audience and purpose

6	<p>Words convey the intended message in an exceptionally interesting, precise, and natural way. The writer employs a rich, broad range of words which have been carefully chosen and thoughtfully placed for impact. The writing has</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. 	5	<p>Words communicate the intended message in an interesting, precise, and natural way. The writer uses a broad range of words that have been carefully chosen and thoughtfully placed. The writing has</p> <ul style="list-style-type: none"> • accurate, specific words; word choices seem to give energy to 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	<p>Words effectively convey the intended message. The writer employs a variety of words that are functional. The writing has</p> <ul style="list-style-type: none"> • words that work but do not add energy to the writing. • expression that is functional; however, slang, if used, does not seem purposeful and is not particularly effective. • attempts at expressive language that may occasionally seem overdone. • overuse or inappropriate use of technical language or jargon, considering audience and purpose. • rare experiments with language; however, the writing may have some fine moments and generally avoids clichés. 	3	<p>Language is ordinary, lacking interest, precision, and variety. The writer does not use a variety of words, producing a sort of “generic” paper filled with familiar words and phrases. Word choices may be inappropriately technical. The writing has</p> <ul style="list-style-type: none"> • words that work, but that rarely capture the reader’s interest. • expression that seems ordinary and general; slang, if used, is not purposeful or effective. • words that are accurate for the most part, although misused words may sometimes appear. • attempts at colorful language that are overdone. • reliance on clichés and overused expressions. • overuse or inappropriate use of technical jargon, considering audience and purpose.
2	<p>Language is dull or misused, detracting from the meaning and impact. The writing has</p> <ul style="list-style-type: none"> • words that are colorless, flat or imprecise. • repetition or overwhelming reliance on worn expressions that repeatedly detract from the message. • images that are fuzzy or absent altogether. 	1	<p>The writing shows a limited vocabulary, or is so filled with misuses of words that the meaning is unclear. Only the most general kind of message is communicated because of vague or general language. The writing has</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; they seem imprecise, inadequate, or just plain wrong.

SENTENCE FLUENCY

--Developing flow and rhythm of sentences--

6	<p>The writing has an effective flow and rhythm. Sentences show a high degree of craftsmanship, with consistently strong and varied structure. Expressive oral reading is easy and enjoyable. The writing has</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 helps meaning by drawing attention to key 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. • control of style; dialogue, if used, sounds natural. 	5	<p>The writing has an easy flow and rhythm. Sentences are carefully crafted, with strong and varied structure. Expressive oral reading is easy. The writing has</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 helps meaning. • control over sentence structure; fragments, if used at all, work well. • control of style; dialogue, if used, sounds natural.
4	<p>The writing flows; however, connections between phrases or sentences may be mechanical. Sentence patterns are somewhat varied, contributing to ease in oral reading. The writing has</p> <ul style="list-style-type: none"> • a natural sound; the reader can move easily through the piece, although it may lack rhythm and grace. • some repeated patterns of sentence structure, length, and beginnings that 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 control of style; dialogue, if used, sounds natural for the most part, but may at times sound stilted or unnatural. 	3	<p>The writing tends to be mechanical rather than fluid. Occasional awkward constructions force the reader to slow down or reread. The writing has</p> <ul style="list-style-type: none"> • some passages that invite fluid oral reading, but others that are choppy. • 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 control of style; dialogue, if used, may sound stilted or unnatural.
2	<p>The writing tends to be either choppy or rambling. Awkward constructions often force the reader to slow down or reread. The writing has</p> <ul style="list-style-type: none"> • significant portions of the text that are difficult to follow or read aloud. • sentence patterns that are overly repetitive (e.g., subject-verb or subject-verb-object). • sentence structure that helps meaning. • a significant number of awkward, choppy, or rambling constructions. 	1	<p>The writing is difficult to follow or to read aloud. Sentences tend to be choppy, incomplete, rambling, or just very awkward. The writing has</p> <ul style="list-style-type: none"> • text that does not invite—and may not even permit—smooth oral reading. • confusing word order that often makes the meaning unclear. • sentence structure that frequently makes meaning unclear. • sentences that are fragmented, confusing, choppy, or rambling.

CONVENTIONS

Demonstrating knowledge of spelling, grammar, punctuation, capitalization, usage, paragraphing

6	<p>The writing demonstrates strong control of standard conventions and uses them effectively to enhance communication. Errors are so few and so minor that the reader can easily skim right over them. The writing has</p> <ul style="list-style-type: none"> • strong control of conventions; unusual usage 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. • paragraph breaks that reinforce the organizational structure. • skill in using a wide range of conventions in a sufficiently long and complex piece. • little or no need for editing. 	5	<p>The writing demonstrates strong control of standard writing conventions which effectively contribute to clear communication. Errors are so few and so minor that they do not interfere with readability. The writing has</p> <ul style="list-style-type: none"> • correct grammar and usage. • sound paragraphing. • effective use of punctuation. • correct spelling, even of difficult words. • few capitalization errors. • skill in using a wide range of conventions in a sufficiently long and complex piece. • little need for editing.
4	<p>The writing demonstrates control of standard writing conventions. Minor errors, while perhaps noticeable, do not impede readability. The writing has</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. • basically sound paragraph breaks that reinforce the organizational structure. • 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	<p>The writing shows limited control of standard conventions. Errors begin to interfere with readability. The writing has</p> <ul style="list-style-type: none"> • errors in grammar, usage, and capitalization that do not block meaning but do distract the reader. • paragraphs that sometimes run together or begin at ineffective points. • end-of-sentence punctuation that is usually correct, but internal punctuation that contains frequent errors. • spelling errors that distract the reader; misspelling of common words sometimes occurs. • some control over basic conventions, but the text is too simple or too short to reveal mastery. • significant need for editing.
2	<p>The writing demonstrates little control of standard writing conventions. Frequent, significant errors impede readability. The writing has</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. • paragraphs that often run together or begin in ineffective places. • capitalization that is inconsistent or often incorrect. • errors in grammar and usage that interfere with readability and meaning. • substantial need for editing. 	1	<p>Numerous errors in conventions repeatedly distract the reader and make the writing difficult to read. The writing has</p> <ul style="list-style-type: none"> • very limited skill in using conventions. • punctuation (including ends of sentences) that tends to be omitted, haphazard, or incorrect. • frequent spelling errors that significantly interfere with readability. • paragraphing that may be irregular or absent. • capitalization that appears to be random. • a need for extensive editing.

CITING SOURCES (Use only on classroom assignments requiring research)

Indicating the sources of information presented, including all ideas, statements, quotes and statistics that are taken from sources and that are not common knowledge

6	<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.	5	<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.
4	<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.	3	<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.

Chart continued on next page...

<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 result in plagiarism and do 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. • included no bibliography page listing sources that were used.
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