

## Standards and Scoring Criteria for Student Work in Writing

### General Rules

- Scores should be based only on evidence in the student’s performance relevant to the criteria. Do not consider things such as following directions, correct spelling, neatness, etc. unless they are relevant to the criteria.
- Scores may be limited by tasks that fail to call for construction of knowledge or elaborated written communication, but the scores must be based only upon the work shown.
- Take into account what students can reasonably be expected to do at the grade level. However, scores should still be assigned according to criteria in the standards, not relative to other papers that have been scored.
- When it is difficult to decide between two scores, give the higher score only when a persuasive case can be made that the paper meets minimal criteria for the higher score.
- If the specific wording of the criteria is not helpful in making judgments, base the score on the general intent or spirit of the standard described in the introductory paragraphs of the standard.
- Completion of the task is not necessary to score high.

	<b>Construction of Knowledge: Interpretation, Analysis, Synthesis, or Evaluation</b>	<b>Forms &amp; Conventions: Grammar, Usage, Mechanics, and Vocabulary</b>	<b>Elaborated Written Communication</b>
<b>4</b> <b>Honors Work</b>	Substantial evidence of construction of knowledge. Almost all the student’s work shows interpretation, analysis, synthesis, or evaluation.	The student’s writing is an exemplary use of grammar, usage, mechanics, and/or vocabulary for the grade level. Though it may contain some errors, the writing presents no problem for understanding the student’s meaning, nor does the performance compromise the student’s credibility.	Substantial evidence of elaboration. Almost all of the student’s work comprises an elaborated, coherent account.
<b>3</b> <b>Meets Expectations</b>	Moderate evidence of construction of knowledge. A moderate portion of the work shows interpretation, analysis, synthesis, or evaluation.	The student’s writing is a satisfactory use of grammar, usage, mechanics, and/or vocabulary for the grade level. There are a few errors, but they present no problem for understanding the meaning.	Moderate evidence of elaboration. A moderate portion of the work comprises an elaborated, coherent account.
<b>2</b> <b>Approaches</b>	Some evidence of construction of knowledge. A small portion of the work shows interpretation, analysis, synthesis, or evaluation.	There are significant errors in grammar, usage, mechanics, and/or vocabulary, and it is difficult but not impossible to understand the student’s meaning.	Some evidence of elaboration. A small portion of the work comprises an elaborated, coherent account.
<b>1</b> <b>Unacceptable</b>	No evidence of construction of knowledge. No portion of the work shows interpretation, analysis, synthesis, or evaluation; OR virtually all construction of knowledge is in error.	The use of grammar, usage, mechanics, and/or vocabulary is so flawed that it is not possible to understand the student’s meaning.	No evidence of elaboration. No portion of the work comprises an elaborated, coherent account.

### **Criteria for Scoring Construction of Knowledge**

*Student performance demonstrates interpretation, analysis, synthesis, or evaluation in order to construct knowledge, rather than merely to reproduce information.*

- ❑ This standard is intended to measure the extent to which the student writing goes beyond mechanically recording, reporting, or otherwise reproducing information. The essential question is whether students demonstrate construction of knowledge by means of thinking and organizing information, versus reproduction of knowledge by means of restating what has been previously given to them.
- ❑ To score high on this standard, a significant portion of the student's work must appear reasonably original, not merely a restatement of some analysis previously given in a text or discussion.

### **Criteria for Scoring Forms and Conventions**

*Student performance demonstrates proficiencies with grammar, usage, mechanics, and vocabulary appropriate to grade level.*

- ❑ This standard is intended to measure the degree to which students attempt to, and succeed at, using language structures at the sentence and word level to make their meaning understandable to readers.
- ❑ Scorers should take into consideration the efforts students might make at trying out new language structures that represent a "stretch" for someone at their grade level and not fault students severely if these "stretch" efforts are not carried off with complete success.
- ❑ Scorers should assess the quality of the actual written work and not take into consideration possible effects of a student's possible linguistic background or learning disability.

### **Criteria for Scoring Elaborated Writing**

*Student performance demonstrates an elaborated, coherent account that draws conclusions or makes generalizations or arguments and supports them with examples, summaries, illustrations, details, or reasons.*

- ❑ Elaboration consists of two major parts: a conclusion, generalization or argument AND support for it, in the form of at least one example, summary, illustration, detail, or reason. Elaboration is coherent when the examples, summaries, illustrations, details, or reasons do indeed provide appropriate, consistent support for the conclusions, generalizations, or arguments.
- ❑ To use the criteria, the scorer should identify specific places in the student work that are elaborated and should make a judgment about their coherence.