

Writing Applications					Writing Applications Score: _____ / 6 points
Score Level	Ideas and Content	Organization	Style	Voice	
	Does the writing piece:	Does the writing piece:	Does the writing piece:	Does the writing piece:	Language Conventions Score: _____ / 4 points
6 – RARE – distinctive quality sets it apart *3-4 pages* Organized into ¶ ON TOPIC 4-5 STRONG Words	<input type="checkbox"/> fully accomplish task – 100% <input type="checkbox"/> stay completely focused <input type="checkbox"/> include thorough , relevant, & complete ideas	<input type="checkbox"/> have inviting intro & conclusion or a clear storyline (beginning, middle and end) <input type="checkbox"/> include smooth transitions <input type="checkbox"/> Use topic sentences in an essay	<input type="checkbox"/> varied word choice - ABOVE <input type="checkbox"/> control of challenging vocab. <input type="checkbox"/> varied sentence patterns and sentence starting words <input type="checkbox"/> use imagery/dialogue <input type="checkbox"/> detailed, precise, rich, vivid descriptions	<input type="checkbox"/> exhibit original perspective <input type="checkbox"/> demonstrate strong sense of audience <input type="checkbox"/> exhibit appropriate register (formal, personal, dialect)	
5 – SOLID – lacks sophistication and consistency *3 pages* Organized into ¶ ON TOPIC 4-5 STRONG Words	<input type="checkbox"/> fully accomplish task – 100% <input type="checkbox"/> stay focused <input type="checkbox"/> include many relevant ideas with supporting details	<input type="checkbox"/> have solid intro & conclusion or a clear storyline (beginning, middle and end) <input type="checkbox"/> include smooth transitions <input type="checkbox"/> Use topic sentences in an essay	<input type="checkbox"/> varied word choice - ABOVE <input type="checkbox"/> control of vocab. <input type="checkbox"/> varied sentence patterns <input type="checkbox"/> use imagery/dialogue <input type="checkbox"/> detailed, precise, rich, vivid descriptions	<input type="checkbox"/> exhibit original perspective <input type="checkbox"/> demonstrate sense of audience <input type="checkbox"/> exhibit appropriate register (formal, personal, dialect)	
4- GOOD – needs more development, organization, sophistication *2 pages* Organized into ¶ ON TOPIC BASIC VOCAB	<input type="checkbox"/> accomplishes task – 80% <input type="checkbox"/> stay mostly focused <input type="checkbox"/> include sufficient info with supporting details	<input type="checkbox"/> have intro & conclusion- may be weak <input type="checkbox"/> include transitions- may be rough <input type="checkbox"/> include some topic sentences	<input type="checkbox"/> good word choice - AT <input type="checkbox"/> control of basic vocab. <input type="checkbox"/> some varied sentence patterns <input type="checkbox"/> attempts to use imagery/dialogue	<input type="checkbox"/> attempt original perspective <input type="checkbox"/> demonstrate some sense of audience <input type="checkbox"/> mostly exhibits appropriate register(formal, personal, dialect)	Does the writing piece:
3 – WEAK – development, organization, writing style are lacking	<input type="checkbox"/> minimally accomplishes task – 50% <input type="checkbox"/> stay somewhat focused <input type="checkbox"/> include some info and ideas with few or no details	<input type="checkbox"/> beg./mid/end weak or missing <input type="checkbox"/> attempts transitions- may be weak or absent <input type="checkbox"/> include some topic sentences	<input type="checkbox"/> ordinary word choice- BELOW <input type="checkbox"/> some control of vocab. <input type="checkbox"/> some varied sentence patterns, mostly simple <input type="checkbox"/> ordinary and predictable	<input type="checkbox"/> lack of original perspective <input type="checkbox"/> demonstrate little sense of audience <input type="checkbox"/> difficulty establishing register(formal, personal, dialect)	Cap – Few/NO errors ≤3
2 – UNFOCUSED – Not developed, not organized, no style	<input type="checkbox"/> partially accomplishes task – 30% <input type="checkbox"/> unfocused <input type="checkbox"/> little info and ideas with few or no details	<input type="checkbox"/> beg./mid/end weak or missing <input type="checkbox"/> attempts transitions- may be weak or absent <input type="checkbox"/> include some topic sentences	<input type="checkbox"/> minimal word choice- BELOW <input type="checkbox"/> minimal control of vocab. <input type="checkbox"/> mostly simple sentences <input type="checkbox"/> repetitive, predictable, dull	<input type="checkbox"/> lack of original perspective <input type="checkbox"/> Uses inappropriate register <input type="checkbox"/> Little or no sense of audience	Punc – Few/NO errors ≤3
1 – DOES NOT ACCOMPLISH TASK	<input type="checkbox"/> fails to accomplish task <input type="checkbox"/> too brief or too repetitive <input type="checkbox"/> few or no details, unrelated details	<input type="checkbox"/> missing one: beg./mid/end <input type="checkbox"/> weak/missing transitions <input type="checkbox"/> difficult to follow	<input type="checkbox"/> less than minimal word choice; limited vocab. <input type="checkbox"/> problematic sentence patterns <input type="checkbox"/> flat and lifeless	<input type="checkbox"/> lack of original perspective <input type="checkbox"/> Uses inappropriate register <input type="checkbox"/> Little or no sense of audience	Spell – Few/NO errors ≤3
					Gram – Few /NO errors ≤3
					Sen/Para – Few/NO errors ≤3
					Cap – Occasional errors 4-6
					Punc – Occasional errors 4-6
					Spell – Occasional errors 4-6
					Gram – Occasional errors 4-6
					Sen/Para – Occasional errors 4-6
					Cap-Frequent errors 7-9
					Punc – Frequent errors 7-9
					Spell – Frequent errors 7-9
					Gram – Frequent errors 7-9
					Sen/Para – Frequent errors 7-9
					Cap – Many errors 10+
					Punc – Many errors 10+
					Spell – Many errors 10+
					Gram – Many errors 10+
					Sen/Para – Many errors 10+

0 – Student will receive a zero if student fails to produce anything, or writing is completely off topic
When scoring view the rubric descriptors through the lens of grade level standards.



5th – 8th grade writing assessment

- 1) Administer the writing prompt during the assessment window. (The prompt is expected to be given during one class period (55 min.)) [We are proposing to the office of student achievement we do these in Sept. and Jan.]

- 2) Score using the first column of the rubric (length, paragraphs, vocabulary and on topic)

- 3) Report to the instructional coach the number of students at each level
(i.e. In my first period class (of 7th graders) I have 4 students @ level 3, 13 students @ level 4, 9 students @ level 5, 1 student @ level 6)

- 4) Use the remaining columns in the rubric (Ideas & Content, Organization, Style, Voice & Language Conventions) on the prompted piece or other pieces to determine instructional focus and identify small group work.