

HOLISTIC RUBRIC BASED ON SIX TRAITS OF WRITING

<p>SCORE POINT 6 Response is sophisticated and skillful in written communication, demonstrated by</p> <ul style="list-style-type: none"> • exceptional clarity, focus, and control in topic development and organization that often show insight. • in-depth and/or creative exploration of the topic using rich, relevant, and credible details. • a strong, perhaps creative, beginning and a satisfying conclusion. • specifically and carefully chosen words that are skillfully crafted into phrases and sentences that enhance meaning. • intentional and committed interaction between the writer and the reader. • effective and/or creative use of a wide range of conventions with few errors. 	<p>SCORE POINT 5 Response is excellent and skillful in written communication, demonstrated by</p> <ul style="list-style-type: none"> • clarity, focus, and control in topic development and organization. • a balanced and thorough exploration of the topic using relevant details. • an inviting beginning and a satisfying sense of closure. • a broad range of carefully chosen words crafted into varied sentences that sound natural. • awareness of the reader and commitment to the audience and topic. • effective use of a wide range of conventions with few errors. 	<p>SCORE POINT 4 Response is appropriate and acceptable in written communication, demonstrated by</p> <ul style="list-style-type: none"> • clear and coherent presentation of ideas with order and structure that can be formulaic. • relevant details that are sometimes general or limited; organization that is clear, but predictable. • a recognizable beginning and ending, although one or both may be somewhat weak. • effective word choice that is functional and, at times, shows interaction between writer and audience. • somewhat varied sentence structure with good control of simple constructions; a natural sound. • control of standard conventions although a wide range is not used; errors that do not impede readability.
<p>SCORE POINT 3 Response is inadequate in written communication, demonstrated by</p> <ul style="list-style-type: none"> • broad or simplistic ideas that are understood but often ineffective. • attempts at organizing that are inconsistent; beginnings and endings that are underdeveloped; repetitive transitional devices. • developmental details that are uneven, somewhat predictable, or off-topic and not always placed effectively in the writing. • reliance on clichés and overused words that do not connect with the reader; limited audience awareness. • monotonous and sometimes misused words that result in mechanical-sounding sentences, although simple constructions are usually correct. • limited control of standard conventions with significant errors. 	<p>SCORE POINT 2 Response is poor in written communication, demonstrated by</p> <ul style="list-style-type: none"> • overly simplistic and sometimes unclear ideas that have insufficiently developed details. • sequencing of ideas that is often just a list; missing or ineffective details that require reader inference to comprehend and follow. • missing beginning and/or ending. • repetitive, monotonous, and often misused words that are awkwardly strung into sentences that are difficult to read because they are either choppy or rambling; most sentences begin with repetitive noun + verb pattern. • lack of audience awareness. • little control of basic conventions resulting in errors impeding readability. 	<p>SCORE POINT 1 Response is inferior in written communication, demonstrated by</p> <ul style="list-style-type: none"> • lack of purpose or ideas and sequencing. • organization that obscures the main point. • an attempt that is too short to offer coherent development of an idea, if it is stated. • extremely limited vocabulary that shows no commitment to communicating a message. • sentences with confusing word order that may not permit oral reading. • severe and frequent errors in conventions.

HOLISTIC RUBRIC BASED ON SIX TRAITS OF WRITING

Score Point 1: The writing skill in a Score Point 1 response is inferior. A paper receiving a SP 1 can be long or short. Length alone is not sufficient reason to score the response a SP 1. One or more bullets in the SP 1 rubric will describe this paper. It may also satisfy a bullet from a higher SP, but the majority of the response attributes are SP 1.

Score Point 2: The writing skill in a Score Point 2 response is poor. Ideas are presented but are not clear or organized. The reader must often reread and infer meaning because of the poor quality of writing. As with the SP 1, this paper may satisfy a bullet from a higher SP, but it fits into the SP 2 rubric more clearly than another.

Score Point 3: The writing in a Score Point 3 response is less than adequate. Ideas are simple; organization is inconsistent; development is uneven. While this paper may meet one or two bullets in a higher score, the majority of the attributes fall in the SP 3 rubric.

Score Point 4: The writing skill in a Score Point 4 response is appropriate and acceptable, demonstrating competent written communication. Clear ideas are organized coherently, although the paper is often formulaic. The message is presented so that most readers can easily understand it. The attributes from higher score points may emerge in some papers, but unless the paper satisfies a majority of bullets above the SP 4, it will earn a SP 4.

Score Point 5: The writing skill in a Score Point 5 response is excellent and shows skill above acceptable. This paper presents ideas clearly, organizes them with care, and uses vocabulary and sentences that demonstrate thoughtful choice and craftsmanship. A SP 5 paper may satisfy a bullet or two in SP 6, but it still does not meet a majority of the criteria in the SP 6. The majority of the SP 5 bullets will be represented.

Score Point 6: The writing skill in a Score Point 6 response is exemplary. The exceptional and sophisticated craftsmanship shows a thoughtful and exacting writer who strives to communicate clearly and creatively. While the paper may not fit every bullet in the SP 6 rubric, it will meet the majority of them. A SP 6 paper is not perfect. Errors may be noticed, but they do not detract from the message.

Condition codes for non-scored papers: blank – A; illegible – B; non-English – C; and off-topic – D.

Always score papers by recognizing what the student has done well before looking for errors. Remember that the student is writing to a cold prompt with no assistance from a teacher. Score for the skills demonstrated. An error that is repeated still only counts as one error. For instance, if a student misspells “beautiful” four times, it is evident that he/she cannot spell “beautiful;” it is one error. Or if a student doesn’t put a comma after introductory clauses throughout the paper, it is evident that he/she does not apply this comma rule; it is one error. If a student misuses the word “except” for “accept,” the same applies whether it is done one time or five times. Strive to assign the score that is best represented by the bullets in a score point.