



## Scoring Explanation

Students receive scores for the following categories:

### Trait 1:

**Idea Development, Organization, and Coherence** (up to four points)

Essays marked with response details in the category of Idea Development, Organization, and Coherence will receive a score of 0-3 based on the quality demonstrated.

### Trait 2:

**Language Usage and Conventions** (up to three points)

Essays marked with response details in the category of Language Usage and Conventions will receive a score of 0-2 based on the quality demonstrated.



### **Writing Tips: Analytic Writing**

Remind students to:

- Read the writing task carefully; it will contain specific expectations that will help with planning for writing.
- Think about what each text presents.
- Explain how the texts are related to one another.
- Avoid writing an autobiographical essay. Essays should not be about how the writer feels or even how the writer feels about the texts.
- Avoid summarizing the texts. Responses should be written in *response* to the texts, not a repeat of what they say.



## Reporting Categories and Response Details for Explanatory and Argumentative Writing

Below you will find each reporting category and its response details. An explanation of each detail is located on the following pages. Tips for writers are included throughout the guide.

### **Idea Development, Organization, & Coherence**

Sufficient Introduction  
Weak Introduction  
Missing Introduction  
Sufficient Progression  
Weak Progression  
Sufficient Conclusion  
Weak Conclusion  
Missing Conclusion  
Sufficient Transitions  
Weak Transitions  
Missing Transitions  
Sufficient Focus  
Weak Focus  
Insufficient Focus  
Sufficient Development of Support  
Weak Development of Support  
Insufficient Development of Support  
General Attributions  
Missing Attributions  
Sufficient Word Choice  
Weak Word Choice

### **Language Usage & Conventions**

Partial Command: Spelling  
Weak Command: Spelling  
  
Partial Command: Capitalization  
Weak Command: Capitalization  
  
Partial Command: Punctuation  
Weak Command: Punctuation  
  
Partial Command: Usage  
Weak Command: Usage  
  
Partial Command: Sentence Formation  
Weak Command: Sentence Formation

Zeros – ◦ Blank ◦ Not Enough ◦ Incomprehensible ◦ Copied Text ◦ Off Topic



## Scoring Rubric for Explanatory and Argumentative Writing

<b>Trait 1: Idea Development, Organization, and Coherence</b>	
<b>4</b>	The student response engages the audience and effectively introduces the topic and main ideas (explanatory writing) or the claims (argument writing). An organizational strategy establishes clear relationships (in argument writing, among claims, counterclaims, reasons, and relevant evidence; in informational writing, among ideas, points, and relevant evidence). The topic is well-developed with relevant and sufficient facts, definitions, details, examples, quotations, and other appropriate support. In argument writing, counterclaims are acknowledged (beginning in grade 7). Words and phrases are used effectively to show strong relationships between and among ideas and/or claims, and a strong conclusion flows logically and supports the ideas and/or claims presented. The student uses and maintains a formal style and objective tone appropriate for the audience, purpose, and writing task.
<b>3</b>	The student response presents the topic and main ideas (explanatory writing) or the claims (argument writing). An organizational strategy establishes relationships (in argument writing, among claims, counterclaims, reasons, and relevant evidence; in informational writing, among ideas, points, and relevant evidence). The topic is developed with facts, definitions, details, examples, quotations, and other appropriate support. In argument writing, counterclaims are attempted (beginning in grade 7). Words and phrases are used to show relationships between and among ideas and/or claims, and a conclusion supports the ideas and/or claims presented. The student uses a fairly consistent style and tone appropriate for the audience, purpose, and writing task.
<b>2</b>	The student response attempts to present the topic and main ideas (explanatory writing) or the claims (argument writing) though the ideas or claims may be unclear. An organizational strategy is attempted. Development of the ideas or claims is attempted, sometimes unevenly. In argument writing, counterclaims are referenced (beginning in grade 7). Words and phrases are used inconsistently and/or weakly to show relationships between and among ideas and/or claims. A weak concluding statement may be evident. Attempts to use tone and style appropriate to the audience, purpose, and task are not consistent throughout the piece.
<b>1</b>	The student response may not introduce the topic and main ideas (explanatory writing) or the claims (argument writing). The response may be too brief to determine an organizational structure, or the piece may lack organizational structure. The topic may be minimally developed with little or no information from the provided sources. In argument writing, counterclaims are not mentioned (beginning in grade 7). Words and phrases do not show relationships between and among ideas or claims, and a conclusion is missing or minimal. The tone and style may be inappropriate or ineffective.
<b>0</b>	Student responses will receive zeros if they are: <ul style="list-style-type: none"><li>- Too brief</li><li>- Written in a language other than English</li><li>- Off topic</li><li>- Copied from the text</li></ul>

Trait 2: Language Usage & Conventions	
3	The student response demonstrates full command of language usage and conventions. The response includes clear and complete sentence structure (including variety). Few minor errors in usage and/or conventions (including spelling, punctuation, capitalization, and usage) and do not interfere with meaning. Paraphrasing and direct quotations are attributed to their sources consistently via citations.
2	The student response demonstrates partial command of language usage and conventions. The response includes complete sentences (including some variety). Some minor errors in usage and/or conventions (including spelling, punctuation, capitalization, and usage) but do not significantly interfere with meaning. Paraphrasing and direct quotations are attributed inconsistently.
1	The student response demonstrates weak command of language usage and conventions. The response includes fragments, run-on sentences, and/or other errors in sentence formation. Frequent errors in usage and/or conventions (including spelling, punctuation, capitalization, and usage) interfere with meaning. Little or no attempt at attribution of paraphrasing and direct quotations is evident.
0	The student response has many errors that affect the overall meaning, or the response is too brief to determine a score. The student may copy so much text from source material that there is not sufficient original work to score.

Error  
 Period  
 Singular  
 Comma  
 Plural  
 Fragment  
 Spelling  
 Sentence  
 Conjunction  
 Participle  
 Preposition  
 Mistake  
 Splice  
 Dangling  
 Grammar  
 Context  
 Tense  
 Edit