

Assessing Writing in **ELA** Classrooms Using the *SUTW* Scoring Guide



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What does the Scoring Guide look like?

Focus area

Expository Paragraph Scoring Guide

Level of proficiency

Prompt/Topic		Below Basic (D)	Basic (C)	Proficient (B)	Advanced (A)	Score
		Little or no attempt at a plan	Attempts a plan; plan sketchy	Clear Plan	Thorough Plan with useful details	
Organization	Topic Sentence is absent or unclear	Attempts a topic sentence	Topic Sentence clearly fits topic	Strong topic sentence clearly fits the topic		
	Facts are unclear	Facts are clear	Accurate facts	Facts are shared with confidence and emphasis		
	No or incorrect transitions	Transitions are not used effectively	Transitions fit the purpose	Transitions smoothly connect all ideas		
	No examples/explanations to support the topic	Few/Weak examples/explanations to support the topic	Some good examples & clear explanations to support the topic	Many examples; significant evidence to support the topic		
No or inappropriate conclusion	Weak conclusion	Solid conclusion restates topic sentence	Strong conclusion addresses the topic in a new way			
Content	Not enough information; unclear information	Repeated information or it wanders from the topic	All information relates to the prompt/topic	Quality and quantity of information educates the reader		
	Inaccurate, confusing, or omitted examples	Incomplete examples; need further clarification	Examples/explanations help reader clearly understand the topic	highly accurate and, explanations, interesting examples and evidence		
	No clear connection to prompt/topic	Accurate response, but topic is not developed enough	Clearly addresses the prompt/topic	Fully develops a prompt or topic		
Style	Many fragments &/or run-on sentences; several short, choppy sentences	Mostly simple sentences or sentences that begin the same way	Different sentence structures; variety in the	A variety of simple, compound, and complex sentences		
	repeated words or phrases; many words use incorrectly	basic words and descriptions	familiar/ordinary words; descriptive words use effectively	rich words & content vocab engage reader		
	no clear purpose	fits the purpose but needs development	style, tone, and voice fit purpose	style, tone, and voice accurately fit purpose; specific words and sentence structures enhance the purpose		
GMP	Many errors in CUPS; no sense of paragraphing	Some errors CUPS; some sense of paragraphing	Few errors in CUPS; accurate paragraphing	Minimal errors in CUPS		
	shows lack of language skill	some problems with language	correct use of language	skilled use of language		
	not readable	not neat; still readable	neat, readable	exceptionally neat		
					Total Score	

Go!
Write a topic sentence.

Slow Down!
Give a reason, detail, or fact. Use a transition.

Stop!
Explain. Give an example.

Go Back!
Remind the reader of your topic.

Why should we all use this?

- **Consistency**

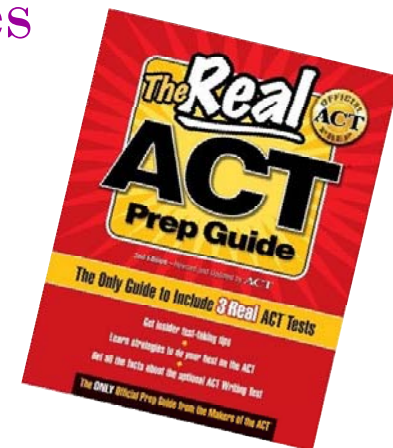
- Students get consistency in assessments
- Student achievement will improve across the board

- **Correlation**

- Correlates directly with the writing rubric on the ACT assessment
- Improved student writing scores

- **Reduces Student Questions about Grades**

- Students rarely challenge their grade
- Students understand what to improve



ACT Writing Rubric

To achieve the highest mark, one must meet the following requirements:

Papers at each level exhibit all or most of the characteristics described at each score point.

Score = 6 Essays within this score range demonstrate effective skill in responding to the task.

The essay shows a clear understanding of the task. The essay takes a position on the issue and may offer a critical context for discussion. The essay addresses complexity by examining different perspectives on the issue, or by evaluating the implications and/or complications of the issue, or by fully responding to counterarguments to the writer's position. Development of ideas is ample, specific, and logical. Most ideas are fully elaborated. A clear focus on the specific issue in the prompt is maintained. The organization of the essay is clear: the organization may be somewhat predictable or it may grow from the writer's purpose. Ideas are logically sequenced. Most transitions reflect the writer's logic and are usually integrated into the essay. The introduction and conclusion are effective, clear, and well developed. The essay shows a good command of language. Sentences are varied and word choice is varied and precise. There are few, if any, errors to distract the reader.

- Understand the prompt/Clear focus is maintained
- Introduction is effective, clear, and well-developed
- Ideas are logically sequenced
- Transitions reflect logic
- Development of ideas is ample, specific, and logical
- Ideas are fully elaborated
- Conclusion is effective, clear, and well-developed
- Good command of language
- Varied sentences
- Precise word choices
- Few (if any) errors in GMP
- Organization is clear

Let's Practice

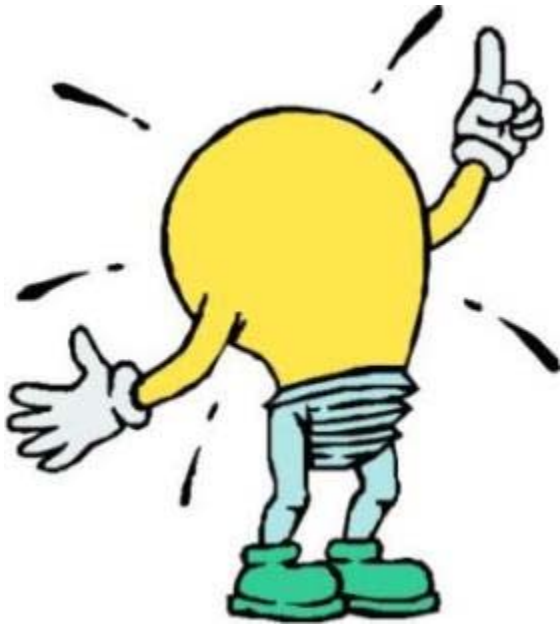
- Look at the student sample provided.
- Look at the rubric that you have been given.
- Score the work using the scoring guide.

Expository Paragraph Scoring Guide

	Prompt/Topic				
	Below Basic (D)	Basic (C)	Proficient (B)	Advanced (A)	Score
Organization	Little or no attempt a plan ___ Topic Sentence is absent or unclear Facts are unclear No or incorrect transitions ___ No examples/explanations to support the topic ___ No or inappropriate conclusion	Attempts a plan; plan sketchy ___ Attempts a topic sentence Facts are clear Transitions are not used effectively ___ Few/Weak examples/explanations to support the topic ___ Weak conclusion	Clear Plan ___ Topic Sentence clearly fits topic Accurate facts Transitions fit the purpose ___ Some good examples & clear explanations to support the topic ___ Solid conclusion restates topic sentence	Thorough Plan with useful details ___ Strong topic sentence clearly fits the topic Facts are shared with confidence and emphasis Transitions smoothly connect all ideas ___ Many examples; significant evidence to support the topic ___ Strong conclusion addresses the topic in a new way	
	___ Not enough information; unclear information ___ Inaccurate, confusing, or omitted examples ___ No clear connection to prompt/topic	___ Repeated information or it wanders from the topic ___ Incomplete examples; need further clarification ___ Accurate response, but topic is not developed enough	___ All information relates to the prompt/topic ___ Examples/explanations help reader clearly understand the topic ___ Clearly addresses the prompt/topic	___ Quality and quantity of information educates the reader ___ highly accurate and, explanations, interesting examples and evidence ___ Fully develops a prompt or topic	
	___ Many fragments &/or run-on sentences; several short, choppy sentences ___ repeated words or phrases; many words use incorrectly ___ no clear purpose	___ Mostly simple sentences or sentences that begin the same way ___ basic words and descriptions ___ fit the purpose but needs development	___ Different sentences structures; variety in the familiar/ordinary words; descriptive words use effectively ___ style, tone, and voice fit purpose	___ A variety of simple, compound, and complex sentences ___ rich words & content to engage reader ___ style, tone, and voice accurately fit purpose; specific words and sentence structures enhance the purpose	
	GNP ___ Many errors in CUPS; no sense of paragraphing ___ shows lack of language skill ___ not readable	___ Some errors CUPS; some sense of paragraphing ___ some problems with language ___ not neat; still readable	___ Few errors in CUPS; accurate paragraphing ___ correct use of language ___ neat, readable	___ Minimal errors in CUPS ___ skilled use of language ___ exceptionally neat	
	Total Score				

Break Down the Prompt

Search for and read two short articles on smokeless tobacco. Use what you learn to write a clear opinion paragraph about smokeless tobacco.



topic?

audience?

purpose?

Student Sample #1

When a substance is popular and easy to get, it is hard to turn it down. This is the problem with smokeless tobacco. Most students have several friends who use smokeless or chewing tobacco. No matter how popular or easy it is to get, no one should use it. First of all, it is habit forming. Those who chew put the tobacco between their cheek and gum. The idea is to let it sit there. As the mouth produces juices -spit- the nicotine from the tobacco is absorbed into the bloodstream through the tissues in the mouth. The problem is that nicotine is addictive. Once people are addicted, it is hard for them to quit. Smokeless tobacco is also dangerous. Serious illnesses like mouth and throat cancers come from chewing — using snuff or chewing tobacco. Chew can also increase a person's heart rate and blood pressure, which often leads to strokes. On a very basic level, smokeless tobacco makes a person's mouth and teeth look dirty and unappealing. For all sorts of good reasons, teens should stay away from this substance.

Assessing Sample #1

Prompt/Topic: **Opinion paragraph of smokeless tobacco**

	Below Basic (D)	Basic (C)	Proficient (B)	Advanced (A)	Score
Organization	<p>Little or no attempt at a plan</p> <ul style="list-style-type: none"> ___ Topic Sentence is absent or unclear ___ Facts are unclear ___ No or incorrect transitions ___ No examples/explanations to support the topic ___ No or inappropriate conclusion 	<p>Attempts a plan; plan sketchy</p> <ul style="list-style-type: none"> ___ Attempts a topic sentence ___ Facts are clear ___ Transitions are not used effectively ___ Few/Weak examples/explanations to support the topic ___ Weak conclusion 	<p>Clear Plan</p> <ul style="list-style-type: none"> ___ Topic Sentence clearly fits topic ___ Accurate facts ___ Transitions fit the purpose ___ Some good examples & clear explanations to support the topic ___ Solid conclusion restates topic sentence 	<p>Thorough Plan with useful details</p> <ul style="list-style-type: none"> ✓ Strong topic sentence clearly fits the topic ✓ Facts are shared with confidence and emphasis ✓ Transitions smoothly connect all ideas ✓ Many examples; significant evidence to support the topic ✓ Strong conclusion addresses the topic in a new way 	A
Content	<ul style="list-style-type: none"> ___ Not enough information; unclear information ___ Inaccurate, confusing, or omitted examples ___ No clear connection to prompt/topic 	<ul style="list-style-type: none"> ___ Repeated information or it wanders from the topic ___ Incomplete examples; need further clarification ___ Accurate response, but topic is not developed enough 	<ul style="list-style-type: none"> ___ All information relates to the prompt/topic ___ Examples/explanations help reader clearly understand the topic ___ Clearly addresses the prompt/topic 	<ul style="list-style-type: none"> ✓ Quality and quantity of information educates the reader ✓ highly accurate and, explanations, interesting examples and evidence ✓ Fully develops a prompt or topic 	A
Style	<ul style="list-style-type: none"> ___ Many fragments &/or run-on sentences; several short, choppy sentences ___ repeated words or phrases; many words use incorrectly ___ no clear purpose 	<ul style="list-style-type: none"> ___ Mostly simple sentences or sentences that begin the same way ___ basic words and descriptions ___ fits the purpose but needs development 	<ul style="list-style-type: none"> ___ Different sentences structures; variety in the ___ familiar/ordinary words; descriptive words use effectively ___ style, tone, and voice fit purpose 	<ul style="list-style-type: none"> ✓ A variety of simple, compound, and complex sentences ✓ rich words & content vocab engage reader ✓ style, tone, and voice accurately fit purpose; specific words and sentence structures enhance the purpose 	A
GMP	<ul style="list-style-type: none"> ___ Many errors in CUPS; no sense of paragraphing ___ shows lack of language skill ___ not readable 	<ul style="list-style-type: none"> ___ Some errors CUPS; some sense of paragraphing ___ some problems with language ___ not neat; still readable 	<ul style="list-style-type: none"> ___ Few errors in CUPS; accurate paragraphing ___ correct use of language ___ neat, readable 	<ul style="list-style-type: none"> ✓ Minimal errors in CUPS ✓ skilled use of language ✓ exceptionally neat 	A
Total Score					A

Student Sample #2

I have not tried it yet. I know lots of kids who chew. I wouldn't because they are always spitting. I saw a film about it in health class. doesn't seem like a good idea. My advice to all would do not start.

Assessing Sample #2

Opinion paragraph of smokeless tobacco

Prompt/Topic:		Opinion paragraph of smokeless tobacco					
	Below Basic (D)	Basic (C)	Proficient (B)	Advanced (A)	Score		
Organization	Little or no attempt at a plan <input checked="" type="checkbox"/> Topic Sentence is absent or unclear <input checked="" type="checkbox"/> Facts are unclear <input checked="" type="checkbox"/> No or incorrect transitions <input type="checkbox"/> No examples/explanations to support the topic <input type="checkbox"/> No or inappropriate conclusion	Attempts a plan; plan sketchy <input type="checkbox"/> Attempts a topic sentence <input type="checkbox"/> Facts are clear <input type="checkbox"/> Transitions are not used effectively <input checked="" type="checkbox"/> Few/Weak examples/explanations to support the topic <input checked="" type="checkbox"/> Weak conclusion	Clear Plan <input type="checkbox"/> Topic Sentence clearly fits topic <input type="checkbox"/> Accurate facts <input type="checkbox"/> Transitions fit the purpose <input type="checkbox"/> Some good examples & clear explanations to support the topic <input type="checkbox"/> Solid conclusion restates topic sentence	Thorough Plan with useful details <input type="checkbox"/> Strong topic sentence clearly fits the topic <input type="checkbox"/> Facts are shared with confidence and emphasis <input type="checkbox"/> Transitions smoothly connect all ideas <input type="checkbox"/> Many examples; significant evidence to support the topic <input type="checkbox"/> Strong conclusion addresses the topic in a new way	D		
	Content	<input checked="" type="checkbox"/> Not enough information; unclear information <input checked="" type="checkbox"/> Inaccurate, confusing, or omitted examples <input type="checkbox"/> No clear connection to prompt/topic	<input type="checkbox"/> Repeated information or it wanders from the topic <input type="checkbox"/> Incomplete examples; need further clarification <input checked="" type="checkbox"/> Accurate response, but topic is not developed enough	<input type="checkbox"/> All information relates to the prompt/topic <input type="checkbox"/> Examples/explanations help reader clearly understand the topic <input type="checkbox"/> Clearly addresses the prompt/topic		<input type="checkbox"/> Quality and quantity of information educates the reader <input type="checkbox"/> highly accurate and, explanations, interesting examples and evidence <input type="checkbox"/> Fully develops a prompt or topic	D+
		Style	<input checked="" type="checkbox"/> Many fragments &/or run-on sentences; several short, choppy sentences <input type="checkbox"/> repeated words or phrases; many words use incorrectly <input checked="" type="checkbox"/> no clear purpose	<input type="checkbox"/> Mostly simple sentences or sentences that begin the same way <input checked="" type="checkbox"/> basic words and descriptions <input type="checkbox"/> fits the purpose but needs development		<input type="checkbox"/> Different sentences structures; variety in the <input type="checkbox"/> familiar/ordinary words; descriptive words use effectively <input type="checkbox"/> style, tone, and voice fit purpose	
	GMP		<input checked="" type="checkbox"/> Many errors in CUPS; no sense of paragraphing <input type="checkbox"/> shows lack of language skill <input type="checkbox"/> not readable	<input type="checkbox"/> Some errors CUPS; some sense of paragraphing <input checked="" type="checkbox"/> some problems with language <input type="checkbox"/> not neat; still readable		<input type="checkbox"/> Few errors in CUPS; accurate paragraphing <input type="checkbox"/> correct use of language <input type="checkbox"/> neat, readable	<input type="checkbox"/> Minimal errors in CUPS <input type="checkbox"/> skilled use of language <input checked="" type="checkbox"/> exceptionally neat
Total Score					D		

Student Sample #3

Even though some teens think that smokeless tobacco is cool it can be harmful. Some think smokeless tobacco is safer than cigarettes. This is not true because the nicotine in one can of snuff equals 60 cigarettes. People who use smokeless tobacco have a 50% greater chance of getting cancer than someone who doesn't use it. Smokeless tobacco can also cause other problems. like gum line recedes, causes teeth decay. It can also cause yellow teeth and bad breath.

Assessing Sample #3

Opinion paragraph of smokeless tobacco

Prompt/Topic:

	Below Basic (D)	Basic (C)	Proficient (B)	Advanced (A)	Score	
Organization	Little or no attempt at a plan ___ Topic Sentence is absent or unclear ___ Facts are unclear ___ No or incorrect transitions ___ No examples/explanations to support the topic ✓ No or inappropriate conclusion	Attempts a plan; plan sketchy ___ Attempts a topic sentence ✓ Facts are clear ✓ Transitions are not used effectively ✓ Few/Weak examples/explanations to support the topic ___ Weak conclusion	Clear Plan ✓ Topic Sentence clearly fits topic ___ Accurate facts ___ Transitions fit the purpose ___ Some good examples & clear explanations to support the topic ___ Solid conclusion restates topic sentence	Thorough Plan with useful details ___ Strong topic sentence clearly fits the topic ___ Facts are shared with confidence and emphasis ___ Transitions smoothly connect all ideas ___ Many examples; significant evidence to support the topic ___ Strong conclusion addresses the topic in a new way	C	
	___ Not enough information; unclear information ___ Inaccurate, confusing, or omitted examples ___ No clear connection to prompt/topic	___ Repeated information or it wanders from the topic ✓ Incomplete examples; need further clarification ✓ Accurate response, but topic is not developed enough	✓ All information relates to the prompt/topic ___ Examples/explanations help reader clearly understand the topic ___ Clearly addresses the prompt/topic	___ Quality and quantity of information educates the reader ___ highly accurate and, explanations, interesting examples and evidence ___ Fully develops a prompt or topic		C
	✓ Many fragments &/or run-on sentences; several short, choppy sentences ___ repeated words or phrases; many words use incorrectly ___ no clear purpose	___ Mostly simple sentences or sentences that begin the same way ✓ basic words and descriptions ✓ fits the purpose but needs development	___ Different sentences structures; variety in the ___ familiar/ordinary words; descriptive words use effectively ___ style, tone, and voice fit purpose	___ A variety of simple, compound, and complex sentences ___ rich words & content vocab engage reader ___ style, tone, and voice accurately fit purpose; specific words and sentence structures enhance the purpose		
	___ Many errors in CUPS; no sense of paragraphing ___ shows lack of language skill ___ not readable	✓ Some errors CUPS; some sense of paragraphing ✓ some problems with language ___ not neat; still readable	___ Few errors in CUPS; accurate paragraphing ___ correct use of language ___ neat, readable	___ Minimal errors in CUPS ___ skilled use of language ✓ exceptionally neat		C+
Total Score				C		

Student Sample #4

If friends asked me to try smokeless tobacco, I'd tell them no thanks. There are three good reasons to avoid this substance. First of all, it makes a person's mouth look and smell awful. It's usually easy to tell if people chew because their teeth are yellow and they spit a lot. The gums around their teeth can even bleed. A second reason to say no to smokeless tobacco is that it can cause cancer. It is just as dangerous as the tobacco that people smoke. The cancer can attack the mouth and throat but it can also get in the stomach or the bladder. Finally, chewing tobacco is very addictive. The tobacco is filled with nicotine one of the hardest habits to break. It just does not make sense. I want to look good and stay healthy so I'll say no to smokeless tobacco and encourage others to do the same.

Assessing Sample #4

Opinion paragraph of smokeless tobacco

Prompt/Topic:

	Below Basic (D)	Basic (C)	Proficient (B)	Advanced (A)	Score		
Organization	Little or no attempt at a plan	Attempts a plan; plan sketchy	Clear Plan	Thorough Plan with useful details	B		
	<ul style="list-style-type: none"> ___ Topic Sentence is absent or unclear ___ Facts are unclear ___ No or incorrect transitions ___ No examples/explanations to support the topic ___ No or inappropriate conclusion 	<ul style="list-style-type: none"> ___ Attempts a topic sentence ___ Facts are clear ___ Transitions are not used effectively ___ Few/Weak examples/explanations to support the topic ___ Weak conclusion 	<ul style="list-style-type: none"> ✓ ___ Topic Sentence clearly fits topic ✓ ___ Accurate facts ✓ ___ Transitions fit the purpose ✓ ___ Some good examples & clear explanations to support the topic ___ Solid conclusion restates topic sentence 	<ul style="list-style-type: none"> ___ Strong topic sentence clearly fits the topic ___ Facts are shared with confidence and emphasis ___ Transitions smoothly connect all ideas ___ Many examples; significant evidence to support the topic ✓ ___ Strong conclusion addresses the topic in a new way 			
	Content	<ul style="list-style-type: none"> ___ Not enough information; unclear information ___ Inaccurate, confusing, or omitted examples ___ No clear connection to prompt/topic 	<ul style="list-style-type: none"> ___ Repeated information or it wanders from the topic ___ Incomplete examples; need further clarification ___ Accurate response, but topic is not developed enough 	<ul style="list-style-type: none"> ✓ ___ All information relates to the prompt/topic ✓ ___ Examples/explanations help reader clearly understand the topic ✓ ___ Clearly addresses the prompt/topic 		<ul style="list-style-type: none"> ___ Quality and quantity of information educates the reader ___ highly accurate and, explanations, interesting examples and evidence ___ Fully develops a prompt or topic 	B
		Style	<ul style="list-style-type: none"> ___ Many fragments &/or run-on sentences; several short, choppy sentences ___ repeated words or phrases; many words use incorrectly ___ no clear purpose 	<ul style="list-style-type: none"> ___ Mostly simple sentences or sentences that begin the same way ___ basic words and descriptions ___ fits the purpose but needs development 		<ul style="list-style-type: none"> ✓ ___ Different sentences structures; variety in the ✓ ___ familiar/ordinary words; descriptive words use effectively ✓ ___ style, tone, and voice fit purpose 	
GMP			<ul style="list-style-type: none"> ___ Many errors in CUPS; no sense of paragraphing ___ shows lack of language skill ___ not readable 	<ul style="list-style-type: none"> ___ Some errors CUPS; some sense of paragraphing ___ some problems with language ___ not neat; still readable 	<ul style="list-style-type: none"> ✓ ___ Few errors in CUPS; accurate paragraphing ✓ ___ correct use of language ___ neat, readable 	<ul style="list-style-type: none"> ___ Minimal errors in CUPS ___ skilled use of language ✓ ___ exceptionally neat 	
	Total Score				B		

Again, why is this important?

- **Pushes** all students to reach higher achievement.
- Lets students know **exactly** why they received the grade they did.
- **Increases** teachers' expectations of students.

a Win/Win situation!