

IDAHO'S 11TH GRADE DIRECT WRITING ASSESSMENT SCORING STANDARD FOR PERSUASIVE WRITING

General Descriptions of Levels of Proficiency	“5” Advanced	“4” Skilled
<p style="text-align: center;">The Rhetorical Situation</p> <p>All writing requires that the writer continuously make choices based on the rhetorical situation. Effective writers adapt their ideas, structure, and style of writing to the audience, occasion, and purpose for which it is written.</p> <ul style="list-style-type: none"> . Audience: English teacher . Purpose: To persuade . Voice/Style: Writer’s choice 	<p>A “5” paper demonstrates that the writer understands and has control of the rhetorical situation which involves audience, purpose, development, and voice. A “5” paper is clear, organized, and easy to understand. Characterized by a unique perspective on or a mature approach to a topic, a “5” paper demonstrates advanced control of the conventions of written language and it often exhibits remarkable qualities in style or content. A score of “5” indicates that a student’s writing for that particular day and prompt is clearly “Advanced” beyond grade level.</p>	<p>A “4” paper demonstrates that the writer understands basic concepts of persuasive composition. Clear, organized, and easy to understand, a “4” paper may be formulaic in its development and/or lack the mature control of language and thought characteristic of a typical “5”paper. A “4” indicates that the writer has appropriate control of the conventions of written language at grade level and understands the concept of the rhetorical situation. A score of “4” indicates that the student’s writing for that particular day and prompt is “Proficient” at grade level.</p>
<p style="text-align: center;">Focusing on Three Features</p>	<p style="text-align: center;">“5” Papers Will Exhibit <u>MOST</u> of the Traits Listed Below</p>	<p style="text-align: center;">“4” Papers Will Exhibit <u>MOST</u> of the Traits Listed Below</p>
<p style="text-align: center;">CONTENT / ORGANIZATION</p> <p>These features are most important. Effective writing is clear, organized, interesting, and informative. Effective writers adapt their ideas, structure, and style of writing to the audience, occasion, and purpose for which it is written. Viewed from this <i>rhetorical</i> perspective, effective writing ceases to be the carrying out of formulaic or mechanical procedures. Effective writing requires that the writer continuously make choices based on the <i>rhetorical</i> situation: Who is my audience? What is my purpose? What method of logical development will best accomplish my purpose with my audience?</p>	<ul style="list-style-type: none"> * Mature sense of persuasive purpose and awareness of audience; a student may assume a different persona, use an extended metaphor, or present an original perspective * Clearly stated or implied persuasive position is maintained throughout essay * Logical, effective, and engaging details, such as facts, examples and anecdotes * Inviting introduction and satisfying conclusion * Thoughtful transitions which create clear connections * Recognition of opposing position(s) * Incorporation of higher-level thinking skills: synthesis, analysis, evaluation * Effective application of acquired knowledge 	<ul style="list-style-type: none"> * Definite sense of persuasive purpose and awareness of audience * Clearly stated or implied persuasive position maintained throughout essay * Logical development and reasoning using <u>some</u> details, facts, examples, anecdotes, quotes, and/or explanations to support a valid argument; may use generalizations, stereotypes, and/or rhetorical questions * Definite introduction and conclusion * Demonstration of some recognition of opposing position(s) * Developed paragraphs that use transitions to indicate importance, similarities and differences, and causes and effects.
<p style="text-align: center;">VOICE / WORD CHOICES</p> <p>These features often determine the readability of a piece of writing. Although a writer’s purpose and audience are clear, and the development (form) is appropriate for the purpose and audience, when tone, mood, voice, and style are not present to some degree, the writing will not hold the reader’s attention. These features include such literary devices as appropriate vocabulary choices, figurative language, rhythm, alliteration, and parallelism. Effective use of such devices helps to make a piece of writing powerful, engaging, and unique.</p>	<ul style="list-style-type: none"> * Strong and effective tone and mood * Voice may be lively, confident, engaging, and/or original * Mature range of vocabulary * Sentence structure demonstrates variety, control, and understanding of conventions of written language * May exhibit skillful use of parallel structure, dialogue, narrative and/or figurative language * Holds reader’s interest--inviting to read * Maintains a consistent point-of-view 	<ul style="list-style-type: none"> * Effective and consistent tone and mood * Although frequently bland, general, and/or dispassionate, voice is apparent * Sentences vary in length as well as structure * General vocabulary with occasional striking words or phrases: precise nouns, energetic verbs, specific modifiers, and sensory details * Sentences vary in length as well as structure * Demonstrates risk: attempts parallel structure, dialogue, narrative, and/or figurative language * Easy to follow * Possibly inconsistent point-of-view
<p style="text-align: center;">CONVENTIONS / SENTENCE STRUCTURE</p> <p>Readers do not expect compositions drafted and written within ninety minutes to exhibit flawless language usage, mechanics, and/or sentence structure. However, 11th graders must achieve levels of standard written English that demonstrate grade-level mastery of the following: spelling, capitalization, punctuation, indentation, subject-verb agreement, noun-pronoun agreement, phrases, clauses, and sentence structure.</p>	<ul style="list-style-type: none"> * Minimal or nonexistent surface errors * Punctuation enhances readability * Strong command of standard, edited English * Varied sentence structure contributes to clarity and style 	<ul style="list-style-type: none"> * Minimal surface errors: spelling, capitalization, and punctuation * Command of standard, edited English * Variation of sentence structure, sentence length, and sentence beginnings

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	“3” Proficient	“2” Basic	“1” Below Basic	“0” Insufficient
	A “3” paper demonstrates that the writer understands the basic concepts of persuasive composition. Clear, organized, and easy to understand, “3” papers are frequently formulaic in their development and lack the control of language and thought characteristic of a typical “4” paper. A “3” indicates that the writer has adequate control of the conventions of written language at grade level and is beginning to understand the concept of the rhetorical situation. A score of “3” indicates that the student’s writing for that particular day and prompt is “Satisfactory” at grade level.	A “2” paper demonstrates some degree of basic persuasive writing skills but is clearly flawed. A “2” paper is inadequately organized and/or developed and lacks the control of language and thought characteristic of a typical “3” paper. A “2” indicates that the writer has limited control of the conventions of written language at grade level and lacks understanding of the rhetorical situation. A score of “2” indicates that the student’s writing for that particular day and prompt is developing toward “Satisfactory” at grade level.	A “1” paper demonstrates basic persuasive writing deficiencies. It contains serious and persistent writing errors, is incoherent, or is undeveloped. A score of “1” indicates that the student’s writing for that particular day and prompt is “Minimal” at grade level.	A “0” paper may or may not demonstrate satisfactory, proficient, or advanced persuasive writing. Due to one or more traits indicated below, readers are unable to determine a final score. A score of “0” indicates that the student’s writing for that particular day and prompt is “Insufficient” at grade level.
	“3” Papers Will Exhibit <u>MOST</u> of the Traits Listed Below	“2” Papers Will Exhibit <u>MOST</u> of the Traits Listed Below	“1” Papers Will Exhibit <u>MOST</u> of the Traits Listed Below	“0” Papers exhibit <u>One or more</u> of the Traits Listed Below
Audience/Purpose/Content/Organiza	<ul style="list-style-type: none"> * Apparent sense of persuasive purpose and awareness of audience * Persuasive position is stated but may not be fully maintained and/or fully supported * Development is reasonably clear but may not be adequately detailed, personalized, or expanded to demonstrate in-depth understanding * Apparent introduction and conclusion * Little recognition of opposing position * Lacking or simplistic transitions * Does not take a stand; shifts position 	<ul style="list-style-type: none"> * Limited awareness of audience and persuasive techniques * Persuasive position stated, but not adequately supported * Purpose lacks development through specific details and examples * Ineffective introduction and conclusion * Difficult-to-follow thought processes * Minimal paragraph development * Does not take a stand; shifts position 	<ul style="list-style-type: none"> * Limited awareness of audience and persuasive techniques * States position but is weakly supported * Inadequate or disjointed development of ideas * Limited or non-existent introduction and/or conclusion * Difficult-to-follow thought processes * Lacks understanding of basic essay structure 	<ul style="list-style-type: none"> * Blank * Illegible * Too brief to assess * Written in language other than English * Written using medium other than black ink * Written on topic other than specified in prompt * Written in form other than persuasive essay
Tone/Mood/Voice/Style	<ul style="list-style-type: none"> * Tone and mood may be vague and/or inconsistent * Voice varies in strength; writer’s opinion may be expressed in generalities * Adequate vocabulary * Sentences vary in length as well as structure; occasional nonstandard sentence structure * Functional style: familiar words and phrases (clichés) communicate but rarely capture reader’s imagination * Simplistic approach; readable * Point-of-view may shift among first, second, and/or third persons 	<ul style="list-style-type: none"> * Lacks definite tone or mood * Inconsistent voice or inappropriate word choices for subject, audience, and purpose * Limited vocabulary * Sentences may be awkward, incomplete, rambling, or choppy * Little use of stylistic techniques and figurative language * Difficult to follow * Point-of-view shifts among first, second, and/or third person 	<ul style="list-style-type: none"> * Lacks tone, mood, and/or voice * Word choices demonstrate lack of understanding of audience and purpose * Impossible-to-follow meaning 	
Mechanics/Usage/Sentence	<ul style="list-style-type: none"> * Surface errors: occasionally omitted words and/or endings; some misspellings among common words; lacks such internal punctuation as commas and apostrophes * Reasonable command of standard, edited English * Occasionally clumsy, simplistic, and/or non-standard sentence structures * Occasional one-sentence paragraphs 	<ul style="list-style-type: none"> * Surface errors inhibit meaning and readability * Punctuation may be non-standard or non-existent * Some command of standard, edited English * Some indistinguishable sentences: run-ons and fragments * Paragraphing is missing or irregular 	<ul style="list-style-type: none"> * Chronic surface errors inhibit meaning and readability * Little command of standard, edited English * Simplistic sentence structure with little variation * Sentence run-ons and fragments interfere with readability 	

Note: A score of 5, 4, and 3 are considered passing; 2, 1, and 0 are not passing.