Everett Public Schools -Grades 9-12: Four-Trait By Four Levels Writing Scoring Guide

CONTENT is…
Writing to a narrow topic with relevant ideas supported with details, examples, ideas and facts so the meaning is clear.

θ Level 4: Advanced
A. Focus — is **purposefully** concentrated throughout paper on the theme/thesis/position.
B. Reasons — are significant, **purposeful** and **fully** support the thesis or position.
C. Evidence — is significant, **purposeful/relevant** and elaborated to **fully** support the reasons.
D. Commentary — **clarifies** how evidence supports the reason or position; **helps** the **reader** understand.
E. Message — shows **insight**, **clarifies** thought, goes beyond the obvious, and/or responds to anticipated questions.

θ Level 3: Proficient
A. Focus — is **narrow** throughout paper about the theme/thesis/position.
B. Reasons — are **significant**, **relevant** and **support** the thesis or position.
C. Evidence — is **significant**, **relevant** and **elaborated** to support the reasons.
D. Commentary — is **present** and **supports** reasons or positions.
E. Message — is **interesting or important** although may represent predictable or obvious thoughts.

θ Level 2: Basic
A. Focus — is **general** throughout paper. about the theme/thesis/position.
B. Reasons — are **connected** but do **not adequately support** the thesis or position.
C. Evidence — is **connected** but does **not adequately support** the reasons.
D. Commentary — is **implied**; reader must **infer** to see how evidence supports the reason or position.
E. Message — has thoughts that may require interpretation to make sense.

θ Level 1: Below Basic
A. Focus — **wanders** throughout paper or is **lost** about the theme/thesis/position.
B. Reasons — do **not support** the thesis or position or are **missing**.
C. Evidence — does **not support** the reasons or is **missing**.
D. Commentary — does **not support** the reasons or position or is **missing**.
E. Message — is **missing** or **random** thoughts that make no discernable point.

ORGANIZATION is…
*Arranging events/ideas/reasons in order to provide a sense of completeness appropriate to a purpose in a logical pattern and using transitions for cohesion. [*See back for examples.]*

θ Level 4: Advanced
A. Introduction — **uniquely** presents theme/thesis/position and a **context** to draw reader in with **strong** sense of direction.
B. Middle — events/supporting ideas/reasons are **purposefully** arranged in a **logical** pattern that **clearly fit together** the theme/thesis/position with completeness.
C. Transitions* — clearly provide (between/within-paragraph) **cohesion** that covers the bulk of the text or **intentionally** signals/**implies** an emphasis on **relationship** connections.
D. Conclusion — provides **thought-provoking resolution**, consequence, connection to broader context, or call for action.

θ Level 3: Proficient
A. Introduction — **presents** the theme/thesis/position and **some context** to draw reader in with direction.
B. Middle — events/supporting ideas/reasons are arranged in a **logical pattern** to **show** the theme/thesis/position with a **sense of completeness**.
C. Transitions* — are connections that **show**, **signal, or maintain** between/within-paragraph links.
D. Conclusion — **ties-up** loose ends with **consequence**, connection to **broader context**, or **call for action**.

θ Level 2: Basic
A. Introduction — **restates** the title or prompt, is unclear, or provides reader with only a **little sense** of direction.
B. Middle — events/supporting ideas/reasons are **loosely patterned** to **outline** the theme/thesis/position.
C. Transitions* — are **telling/sequencing connections** (between/within-paragraph).
D. Conclusion — is **limited** to **summarizing**.

θ Level 1: Below Basic
A. Introduction — is **missing** and/or leaves reader with **no direction**.
B. Middle — events/supporting ideas/reasons are **randomly** or **illogically ordered** and **do not shape** the theme/thesis/position.
C. Transitions* — are **incorrectly used, omitted, or repetitive** in use (between/within-paragraph).
D. Conclusion — **restates** introduction or the text **abruptly** ends.

STYLE is…
Writing fluently with well-chosen words while using an engaging voice (narrative writing is honest/personal and persuasion/expository writing shows commitment).

θ Level 4: Advanced
A. Sentences — vary **widely** in beginnings, length, and/or structure; flow **easily**/have **cadence**; and **invite** reading aloud.
B. Word Choice — is vivid, **precise, apt, memorable**; is **natural** and never overdone; **uses various active** verbs.
C. Voice — is **engaging, confident**, shows commitment, and/or **takes a risk**; tone hooks reader (strong reader-writer interaction) and audience/purpose **is strongly** addressed.

θ Level 3: Proficient
A. Sentences — vary in beginnings, length, and/or structure; **usually** flow smoothly; and are easily read aloud.
B. Word Choice — is specific and persuasive/compelling; strengthens writing, and **shows** use of active verbs.
C. Voice — shows tone of **commitment** to hook the reader (reader-writer interaction evident) and audience/purpose is **addressed**.

θ Level 2: Basic
A. Sentences — vary **some** in beginnings, length, and/or structure; may be **awkward**; and/or **troublesome** to read aloud.
B. Word Choice — is **limited**, does **not enhance** writing, may show thesaurus overload, and/or mostly uses **passive** verbs.
C. Voice — shows **distracted** commitment; tone is **inconsistent** (reader yet to be "invited in") about audience/purpose.

θ Level 1: Below Basic
A. Sentences — are **similar** in beginnings, length, and/or structure; **no/minimal "sentence sense"**; or does **not invite** reading aloud.
B. Word Choice — shows **redundancy**, is incorrect/has omissions, or **confuses and weakens** the writing.
C. Voice — is lacking or limited due to **inadequate** commitment; tone is that of boredom (reader is "turned away") and audience/purpose is **not addressed**.

CONVENTIONS is…
*Using rules of standard English for usage, spelling, capitalization, punctuation, and paragraphs to make the meaning of the text clear. [*See back for examples.]*

θ Level 4: Advanced
According to grade-level expectations,
…**intentionally** applies usage, spelling, and punctuation to **enhance** meaning; **may break rules** for style purposes; has good **command** of conventions.

θ Level 3: Proficient
According to **grade-level** expectations*,
…**accurately** applies usage, spelling, and punctuation; does not interfere with meaning and/or readability; has **competent** use of conventions.

θ Level 2: Basic
According to 3-5 grade-level expectations*,
…**consistently** applies usage, spelling, capitalization, punctuation, and paragraphs; **does not interfere** with meaning and/or readability.

θ Level 1: Below Basic
According to **3-5 grade-level** expectations,
…**inconsistently** applies usage, spelling, capitalization, punctuation, and paragraphs; **interferes** with meaning and/or readability.

Note: **Bolded words** are key words used to distinguish one level from the next. Underlined words signal a separate indicator for each trait. Each indicator is of comparable worth. Some indicators have multiple parts separated by "and," "or," or "and/or." When scoring, use these conjunctions to signal the emphasis that is to be placed on a part, i.e., all parts must all be present verses some parts can be present.

Everett Public Schools -Grades 9-12: Support Scoring Information for 4 x 4 Writing Assessment

Left Table

	Across-Trait Key Words, except Conventions	Indicator Examples	
		Transitions	
		3-5	6-12
Level 4	Clarifies **Clearly Intentional Nearly always** Purposeful Strong **Command**	**Signal or show:** *in addition, for example, plus, because, namely, that is*	**Relationship/cohesion:** *to illustrate, in contrast, consequently, as a result, in the same way, put another way, in other words, & even though* also: transitions can be smooth & seamless or transparent
Level 3	**Consistent,** Maintained Evident/present **Mostly** Shows Usually **Control**	**Telling or Sequencing:** *First, next, last, after, but, like, as, today*	**Signal or show:** *in addition, for example, plus, because, namely, that is, another, likewise, in fact, moreover, besides*
Level 2	**Distracted,** Confusing General **Inconsistent Meaning not yet lost** Some-ness Troublesome Unclear Wobbling between…	**Basic:** *when, and…and, so, and…then;* or coordinating conjunctions	**Telling/Sequencing:** *First, next, last, after, but, like, as, finally, in summary, in conclusion, also, from, by, on, among, later, when, meanwhile, today, yesterday*
Level 1	Incorrect Interferes with meaning Lost **Missing Omitted** Not-ness **Redundant**	Transitions missing or repetitive	**Repetitive:** *and…and, so* **Basic:** *when; and; so; and…then;* or coordinating conjunctions

Levels 3 or 4: Grade Level Expectations
Level 2 if Accurate

Right Table — GLE Examples in Conventions

Grade	Usage	Spelling	Punctuation
9/10	*accept vs. except, can vs. may* Active vs. passive voice Avoids dangling modifiers *either…or vs. neither…nor* Parallel construction in clauses *that vs. which who vs. whom*	Uses multiple strategies, e.g., *council, counsel stationary, stationery* Roots: <u>*anthropology*</u>, <u>*philosophy*</u> Affixes: *-cian, -ness* Foreign: *alumnus, datum*	Brackets to set off words, editorial correction Comma to set off nonrestrictive clauses Dash Other languages' punctuation
8	fewer vs. less Parallel construction when listing infinitive phrases	Uses multiple strategies, e.g., *capital, capitol* Roots: *circus, spiral, vision* Affixes: *dis-, ir-, -ism, -ist* Foreign: *arena, buffet*	Apostrophes in possessive compound nouns Colon in title Commas to enclose titles, for emphasis or clarity Commas/periods inside quotes Slash in fraction and to show choice
7	Adjective/adverb Comparative and superlative adjectives Parallel construction for elements of list	Uses multiple strategies, e.g., *principle, principal* Roots: <u>*telephone*</u>, <u>*chronologic*</u>, <u>*distract*</u>, *per<u>sist</u>* Affixes: *re-, post-, -ous, -ology*	Bullets in technical writing Commas to separate interrupters Hyphen to prevent confusion Semicolons to separate comma-groups
6	Parallel construction for verbs Person consistency Pronoun-referent agreement	Uses multiple strategies, e.g., *tough, enough night, right read and reed* Roots: <u>*biology*</u>, <u>*telegraph*</u> Affixes: *in-, im-, -fer*	Apostrophe to show quotation within quotation Colon to introduce a list Comma in appositives, set off direct address Hyphen compound word Parentheses
5	Subject-object agreement **Not stated but assumed:** Avoids run-ons, comma splices, and fragments	Uses multiple strategies, e.g., *-ion endings -able vs. -ible endings* Rules: i before e Affixes: *pre-, in-, un-, -ed, -ing, -graph*	Comma in interjections, explanatory phrase, date-year Ellipsis Hyphen in numbers, to joint numbers Semicolon between two independent clauses Semicolon in independent clauses
4	*among vs. between* Collective nouns Conjunctions Placement of pronouns Prepositions Single-plural agreement	Spelling at grade-level, e.g., high frequency words (water, people) Affixes: *-en, -in, & -on for endings*	Colon in letter's greeting Comma in addresses, titles, introductory phrase, numbers Hyphen between syllables at line breaks Italics, underlining, or quotation marks in title
3	Correct homonym Correct pronoun No double negatives Tenses correct, including future *would have vs. would of*	Spelling **mostly** correct, phonetically correct for challenging words	Apostrophe in possessives, contractions Comma between month-day, city-state, series, quotation, compound sentence, in numbers Period after abbreviation, initials Quotation marks

** These skills are cumulative and built on the previous grade. Version 2 (6-25-07)