



Writing Plan

2000-2001

County wide prescriptive framework

Elementary school (Pre K - 5) plan

Middle school (6-8) plan

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Franklin County Schools

Franklin County
Schools
Prescriptive
Framework

- ◆ Daily opportunities to write
- ◆ Daily opportunities to share writing
- ◆ Opportunities to select writing topics
- ◆ Opportunities to participate in appropriate pre-writing activities
- ◆ Opportunities to clarify the writing assignment as to purpose, audience and format
- ◆ Opportunities to experiment with language
- ◆ Time allotted for multiple drafting
- ◆ Instructional focus on effective writing strategies
- ◆ Writing as an extension activity for literature study
- ◆ Collaborative writing
- ◆ Opportunities to write for authentic purposes
- ◆ Opportunities for student-teacher conferences on writing products
- ◆ Opportunities for peer editing/collaboration
- ◆ Opportunity for on-going assessments
- ◆ Writing samples in student portfolios
- ◆ Opportunities for parent conferences



Monitoring Process
Teacher
Principal
Central Office

Central Office Support
➤ Researching Programs and Resources
➤ Staff Development
➤ Assist in Monitoring
➤ Grade Level Meetings

Sample Forms
Support Documents
Will Be Provided

Essentials
Implementing SCS in school wide Writing Plan
Benchmark Assignments- monitoring progress
Scoring with rubrics
Peer Collaboration – Peer Editing
Student-Teacher Conferences
Parent Conferences

- ◆ Grade 3-5, 6-8 Writing Plan inclusive in School Improvement Plan
- ◆ Disaggregation of test data
- ◆ Class profiles on local testing and NC writing assessments
- ◆ Lesson planning reflection of writing plan and NC SCS

Dianne M. Carter
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Franklin County Schools Elementary (Pre K-5) School Writing Plan

Goal:

For all elementary schools in Franklin County to teach' writing (based on the NC Standard Course of Study) at all grade levels to ensure all students have the foundation that is necessary to appreciate writing and be at proficiency level on local and state writing assessments.

Objectives:

- 1) To involve our students, teachers, and parents in the school wide K-5 writing program based on years of research in the most effective methods of teaching writing skills.
- 2) To assure that writing is a part of the total school program with all teachers modeling and thinking aloud through all aspects of the writing process for students and thereby setting the stage for good writing skills, habits, and attitudes.
- 3) To focus instruction on effective writing strategies that promote proficiency with the writing process and to plan instruction based on continuous assessment at all levels

Key Components

Writing Portfolios -Each school (all grades K-5) will maintain a writing portfolio for each of its students. The portfolio will follow the student as he or she progresses from grades K-5 and will be filed in the classroom of his or her current Language Arts Communication Skills teacher. Student's writing samples will be filed in the portfolio so that they can be reviewed throughout the school year to determine how writing skills are developing as well as to assist in developing strategies to help in areas of need. During the school year parents will be encouraged to visit the school during scheduled parent conferences to review and discuss their child's writing strengths and weaknesses. At the end of grade 5, the writing portfolios will go to the middle school for Grade 6 teachers.

Focused Correction -A key feature of any good writing program is called "focused correction areas." Focused correction is based on the belief that student writing improves at a rapid pace when the student works to improve a few writing problems at a time. Teachers are often tempted to mark every error in every writing sample. Research tells us that this accomplishes little other than discouraging students from even making an effort. Instead, we will help students focus on correcting a few manageable skills at a time. For example, general focus correction areas for all types and forms of writing fall into four categories: mechanical, organizational, style, and content. Therefore, in some writing samples, you will tell the student to focus on word choice and organization, while in others the focus might be on sentence variety and use of details. Just be sure not to overload students at anyone time.

Peer Editing Groups -Research has also told us that student writing improves more rapidly when students work in small groups sharing their writing and critiquing each other's work before submitting the work to the teacher. Reasons for peer editing and collaboration include: 1) students receive immediate feedback, 2) students receive feedback from several people rather than just that of the teacher, 3) students learn to recognize good and bad writing by analyzing the writing of their peers, and 4) through the act of editing the student becomes the teacher. Research tells us that when we learn a subject well enough to teach it we don't forget what we have learned.

Student/Teacher Conferences -As students learn to write and become more proficient at writing, it is important that teachers provide the opportunity for them to ask the teacher questions and receive feedback on their writing. These conferences should be brief and informal. The goal is to create a comfortable atmosphere in which the student feels comfortable sharing his or her work with the teacher and using the teacher as a resource.

Modeled Writing -Teachers demonstrate strategies as a proficient adult writer. Teachers model the writing process and through the process adds, revises, asks questions and clarifies purpose of the writing.

Shared Writing -Shared writing provides an opportunity for all students to successfully participate in the Writing process. The students and teachers share the task of writing. The Writing comes from the students' thoughts and ideas. Teachers identify and discuss with the students the conventions, structures and language features of Written text.

Guided Writing -Guided writing provides an opportunity to work with groups of students or an individual student on effective writing strategies as determined through teacher observation of student behaviors and work. The needed strategies and skills are demonstrated within the context of authentic writing tasks: This is an opportunity to develop a student's independence and ability to self-monitor their own learning.

Independent Writing -Independent writing provides an opportunity for students to practice using the writing strategies they have learned during modeled writing, shared writing, and guided writing. Students are encouraged to write for authentic purposes and use a variety of styles. Student-teacher conferences should be a follow-up to discuss the strengths and areas of need.

Preparing for the Writing Test: All teachers will-

- Disaggregate data from previous tests prior to planning instructional strategies
- Teach the Standard Course of Study at all grade levels as evidenced in lesson plans
- Model the use of rubrics and allow students to utilize rubrics
- Administer and score mock writing tests grades K- 5 using rubric
- Meet in countywide grade level meeting as requested to collaborate (no less than 3 times annually)
- Document the use of self editing, peer editing and student-teacher conferencing in student portfolios
- Schedule parent conferences and/or send home information on writing progress

Strategies for Improving Student Achievement in Writing:

Curricular -All teachers will:

- Implement writing across the curriculum
- Implement integrated English language arts
- Establish connections between/among listening/speaking/reading and writing.
- Focus on the three purposes for writing: to inform, to persuade, to express personal ideas
- Embed grammar and language mechanics instruction into the writing process
- Allow students to choose their own topics at times

Instructional -All teachers will:

- Provide frequent opportunities for students to engage in the steps of the writing process: prewriting, drafting, revision, (internal and peer, and give teacher responses/guided revision) proofreading, publication
- Provide frequent opportunities for students to discuss and analyze their writing tasks
- Provide frequent opportunities for students to respond critically to their products from the perspective of development, organization, clarity, and completeness
- Organize classroom writing centers that include a variety of performance task concepts
- Incorporate journal writing
- Establish model for writing, e.g., published literature and works of teacher and peers .Establish peer editing
- Display student writing
- Keep "in process" writing folder
- Keep student portfolio of on-going work and "mock tests"
- Schedule frequent teacher-student conferences to discuss progress and to set individual
- Remediate poor writing habits by focusing on selected skills
- Involve parents in responding to student writing

Documentation

In addition to the students' writing other documentation should be included in the writing portfolio:

- Evidence of peer editing work (minimum of one for each six weeks)
- Evidence of student/teacher conferences (minimum of one for each six weeks)
- Evidence of student reflection on progress as a writer (one at the beginning of the year and then one mid-year)
- Evidence of parent/teacher conference regarding writing Other evidences:
- Evidence of writing as a part of instructional program (in daily lesson plans)
- Evidence of following the writing plan (informal observation/monitoring)

Parents

Parents often ask, "How can I help?" Here are a few suggestions:

Suggestions include but not limited to the following:

- Encourage their children to write by using everyday opportunities for writing *such as birthday cards, get-well notes, grocery lists, messages, and menus. telephone numbers, and addresses.*
- Encourage writing as they model through their daily interaction. *Examples are message boards. notes to children. letters. instructions, and recipes.*
- Assist their children in making connections between reading and writing. *Reading to children, asking children to retell stories. sharing school products, and sharing letters. magazines. and newspapers are some examples.*
- Provide models of good writing by reading to their children everyday.
- Display their children's written work and talk about that writing. *When parents display children's work, show genuine interest in children's work and inquire about the meaningful experiences supporting it, they identify the child as an author with merit.*
- Provide materials, implements, time, and encouragement for writing. *Parents should praise their children's writing. Their writing will not be perfect, but that's to be expected when children as just beginning to write. Respond to the ideas in the child's writing rather than to the spelling and/or grammar-*
- Suggested home policy on writing:

- ✓ **Let your child see you writing**
- ✓ **Talk about the writing you are doing or intend to do**
- ✓ **Ask your child to add to letters you write to relatives**
- ✓ **As part of your interest in school, ask about current writing**
- ✓ **Provide a quiet place to write, away from the noise of the television.**
- ✓ **Have good children's books in the home (borrowed from the library or bought): good readers tend to become good writers.**

Language Arts Curriculum Overview: Writing

Kindergarten -Grade 2:

Write short paragraphs to narrate events or report information

- Compose and create effective communications, using specific vocabulary and appropriate form for the intended audience/purpose
- Use grammatical elements -declarative and interrogative sentences, noun, verb, modifier -to elaborate meanings for interest and clarity
- Use written language conventions -paragraph form, capitalization, and punctuation -to aid a reader
- Write most words using correct spelling and/or using phonetic spelling for specialized, technical vocabulary

Grade 3 -Grade 5:

- Use writing process elements to compose fiction, nonfiction, poetry, and drama for different audiences and purposes.
- Use writing as a tool for thinking, learning, and reflection. .
- Write for informational, persuasive and narrative purposes.
- Apply grammar conventions and language usage appropriately in a variety of contexts.
- Compose final draft with few errors in grammar and language conventions.

THE NARRATIVE COMPOSITION

FOCUSED HOLISTIC SCORING CRITERIA (Grade 4 Writing Assessment)

The narrative composition focuses on action and the sequencing of events within the overall action. However, there must be description of people or things involved in the action as well as the setting of the action. The narrative tells a story or what happened. In the personal narrative, the student recounts events that he/she has experienced, read or heard about. In the imaginative narrative, the student writes a story that revolves around an event and has a resolution.

The composing characteristics that are to be observed assume specific meanings when applied to the narrative composition. A discussion of each characteristic and its application to the narrative composition is given below.

Main Idea

The writer must clearly establish a focus as he/she fulfills the assignment of the prompt. If the writer retreats from the subject matter presented in the prompt, the main idea is weakened. In scoring a narrative composition, readers must exercise caution not to prejudge how the writer will address the subject matter. Furthermore, the writer may effectively use an inductive organizational plan which does not actually identify the subject matter at the beginning and may not literally identify the subject matter at all. The presence, therefore, of a main idea must be determined in light of the method of development chosen by the writer, whether it is chronological or thematic. If the reader is confused about the subject matter, the writer has not effectively related a main idea. If the reader is intrigued and not confused, the writer probably has been effective in relating a main idea.

Supporting Details

The writer provides sufficient elaboration to present the events clearly. Two important concepts in judging whether details are supportive are the concepts of *relatedness* and *sufficiency*. To be supportive of the subject matter, details must be related to what happens in the narrative. Relatedness has to do with the directness of the relationship that the writer establishes between the information and the subject matter. Supporting detail should be relevant and clear, and the reader should not have to make inferences. Sufficiency has to do with information load but should not be confused with the concept of amount. In an imaginative narrative, the details should revolve around an event with a resolution and should be clear. The writer must present his/her ideas with enough power and clarity to cause the support to be sufficient. Effective use of concrete, specific details strengthens the power of the response. However, the writer may present many pieces of information or details but fall short of sufficient development. Simply listing undeveloped details, redundancy, and the repetitious paraphrasing of the same point are common characteristics of insufficiency. Sufficiency, therefore, has to do with the weight or power of the information that is provided.

Organization

A clear sequence of events is essential for a successful narrative. The narrative must advance step by step through time. The writer establishes for the reader a sense of beginning, development, and ending in the composition. Organization is defined as the logical progression of ideas and the logical development of subject matter that results in a completeness of the composition. A clear organizational strategy that is effective for the method of development chosen must be evident.

Coherence -

Coherence occurs when the sentences in a composition are logically connected. The writer establishes relationships between and among the ideas, causes, and/or statements in the composition. Coherence in a narrative composition is a quality that results from the effective use of organization, unity, "reason, and logic. The composition must be semantically and structurally sound. The writer may employ one or more devices to achieve coherence. Among the most common devices are:

- a. repetition
- b. pronouns
- c. synonyms
- d. parallel structure
- e. connectives
- f. transitions

Example of words and phrases that might be used to signal connections or transitions in a narrative composition follow. .

Additional Facts:	again, also, another, and, besides, finally, further, furthermore, in conclusion, initially, next, to begin with
Similarities	as, as though, also, in the same way, similarly
Contrasts:	although, but, despite, either, even though, however, if, in spite of, instead, neither, still, unless, yet
Place:	above, among, adjacent, below, beyond, farther, nearby, opposite, there, under
Cause :	all things considered, because, since
Result:	as a result. consequently. for this reason. obviously. so. therefore
Repetition:	all of this means. In brief. in other words that is to say. To conclude, to summarize
Specific Examples:	a few of these are, especially, for example, in particular, specifically
Emphasis:	basically, essentially, certainly, in fact, indeed, of course
Time:	after, afterward, as soon, before, finally, later, now, not long after, until when, while.

The focused holistic scoring activity will require that readers observe the level of proficiency indicated by the integration of these four characteristics. Each reader will assign only one focused holistic score to each composition.

NARRATIVE WRITING PROMPT

On the following page is a copy of the narrative writing prompt as it appeared in the 1999-2000 grade 4 test booklet.

**One day you are reading a book. One of the characters jumps out of the book.
Write a story about what happens next.**

As you write your story, remember to:

- Write a story about what happens after one of the characters jumps out of the book.
- Be sure that your story has a beginning, middle, and an end.
- Write in complete sentences.
- Check to be sure that you are writing good paragraphs.
- Use correct grammar, spelling, punctuation and capitalization.

You may use the blank sheet of paper given to you by your teacher to plan your story. Anything you write on the blank sheet will not be scored. You must begin writing the final copy of your story on the next page.

Now begin the final copy of your story on the next page.

THE NARRATIVE COMPOSITION FOCUSED HOLISTIC SCORE SCALE

Score Point 4 The response exhibits a strong command of narrative writing. The response is focused and has an effective sequencing of events and a clear progression of ideas. The writer provides specific, relevant details to support ideas. The composition is unified and well elaborated. The writer's organization provides a clear strategy or controlled plan; the composition progresses logically and has a sense of overall completeness.

Score Point 3 The response exhibits a reasonable command of narrative writing. The response is focused and establishes progression of ideas and events although minor lapses in focus and progression may be present. The composition contains elaboration and support in the form of specific details. The composition may have minor weaknesses in coherence. The writer's organization provides a reasonable sense of logical progression and overall completeness.

Score Point 2 The response exhibits a weak command of narrative writing. The response exhibits some progression of ideas and events and provides some elaboration and support. The elaboration is relevant but may be flawed. The composition may not be evenly elaborated, having a list-like quality with concrete supporting details. The composition may have little connection between a controlling idea and supporting details relevant to development.

Score Point 1 The response exhibits a lack of command of narrative writing. There is evidence that the writer has read the prompt and attempted to respond to it. The writer may attempt to support ideas, but there may be no sense of strategy or control, or the writer may exhibit skeletal control but the response is too sparse to be scored higher than a "1." The response may not sustain focus on the topic, may lack clarity, and/or may have an inappropriate strategy.

NS This code may be used for compositions that are entirely illegible or otherwise unscorable: blank responses, responses written in a foreign language, restatements of the prompt, and responses that are off topic or incoherent. The Scoring Director must give permission for the use of "NS."

Franklin County Schools Middle School Writing Plan

Goal

This year we want to involve our students, teachers, and parents in an exciting school-wide writing program based on years of research in the most effective methods of teaching writing skills.

Key Components

Writing Portfolios -Each school will maintain a writing portfolio for each of its students. The portfolio will follow the student as he or she progresses from grades 6-8 and will be filed in the classroom of his or her current Language Arts teacher. Students' compositions will be filed in the portfolio so that they can be reviewed throughout the school year to determine how writing skills are developing as well, as to assist in developing strategies to combat problem areas. During the school year parents will be encouraged to visit the school during scheduled parent conferences to review and discuss their child's writing strengths and weaknesses.

Focused Correcting -Another key feature of our program is called "focused correcting." Focused correcting is based on the belief that student writing improves at a rapid pace when the student works to improve a few writing problems at a time. Teachers are often tempted to mark every error in every paper. Research tells us that this accomplishes little other than discouraging students from even making an effort. Instead, we will help students focus their energies on correcting a few manageable flaws at a time.

Peer Editing Groups -Research has also told us that student writing improves more rapidly when students work in small groups sharing their writing and critiquing each other's work before submitting the work to the teacher. There are many reasons peer editing groups work well: (1) students receive immediate feedback rather than having to wait for the teacher to read an entire class set of essays and return them; (2) students receive feedback from several people rather than just that of the teacher; (3) students learn to recognize good and bad writing by analyzing the writing of their peers; (4) through the act of editing the student becomes the teacher. Research tells us that when we learn a subject well enough to teach it we don't forget what we have learned; and (5) because peer editing groups do provide immediate feedback students are continually learning and are able to write daily without having to wait for feedback from the teacher.

Student /Teacher Conferences -As students write it is important that teachers provide the opportunity for them to ask the teacher questions and receive feedback on their writing. These "conferences" should be brief and informal. The goal is to create a comfortable atmosphere in which the student feels comfortable sharing his or her work with the teacher and using the teacher as a resource.

Writing Across the Curriculum

Teachers in all subject areas will provide opportunities for students to use and improve their writing skills. The following list illustrates a few ways that teachers may incorporate writing into their curriculum:

- Outline or summarize chapters
- Include essay questions on tests-use open ended or short response questions Write directions, explain a process, or explain a solution
- Write reflections on their work or what they have learned
- Write definitions, not just copy them from a book.
- Write explanations or assessments of maps, charts, and graphs Keep journals
- Write responses to current event topics or articles Stress writing in complete sentences

Preparing for the Writing Test

- Students will receive instruction in writing narratives, descriptive essays, clarification essays, and point-of-view essays per the North Carolina Standard Course of Study.
- Students will be given the opportunity to take mock writing tests in a realistic setting.
- Teachers in all curriculum areas will receive instruction in scoring essays based on the established rubric and will assist in scoring mock writing tests.
- Following mock writing tests, students will receive remediation in areas of deficiency.

Documentation

In addition to the students' writing other documentation should be included in the writing portfolio:

- Evidence of peer editing work (minimum of one for each six weeks)
- Evidence of student/teacher conferences (minimum of one for each six weeks)
- Evidence of student reflection on progress as a writer (one at the beginning of the year and then one per semester)
- Evidence of parent/teacher conference regarding writing

Parents

Parents often ask, "How can I help?" Here are a few suggestions

- Provide a quiet place to write with good lighting and a dictionary.
- Talk with your child about writing assignments and help generate ideas.
- Encourage your child to complete assignments and turn them in on time.
- Look for good things in the composition; tell your child what you like.
- Read the composition out loud to your child and ask if it "sounds" right.
- Be a helper and an encourager, not a critic.
- Be a model. Let your child see you write in real-life situations.

THE EXPOSITORY COMPOSITION

FOCUSED HOLISTIC SCORING CRITERIA (Grade 7 NC Writing Assessment)

The expository composition is subject oriented, and the clarification and point-of-view compositions are two types of expository writing. The clarification composition focuses on the relationship of the writer to the subject matter and clarifies that relationship by providing information and exploring why a relationship exists. In the point-of-view composition, the writer focuses on the subject matter, states a position that will be taken regarding the subject matter, and provides elaborated reasons to support the position that was taken.

The four composing characteristics that are to be observed assume specific meanings when applied to the expository composition. A discussion of each characteristic and its application to the expository composition is given below.

Main Idea

In the clarification type of composition, the writer identifies the subject matter by naming a place, person, object or event. In all expository writing the writer must focus on the subject matter that is identified. If the writer retreats from the subject matter, causing the focus to be unclear, the writer's main idea is weakened. In scoring a clarification composition, readers must exercise caution not to prejudge how the writer will identify or name the subject matter. A writer can often make effective use of devices of intrigue or mystery to deliver a clarifying composition. Furthermore, the writer may effectively use an inductive organizational plan which does not actually identify the subject matter at the beginning, and may not literally identify the subject matter at all. The presence, therefore, of a main idea must be determined in light of the devices that the writer chooses to use and of the general clarity of the composition's subject matter. If the reader is confused about the subject matter, the writer has not effectively related a main idea. In the point-of-view type of composition, the writer identifies the subject matter and states the position that will be taken regarding the subject matter. The subject matter is necessarily controversial, and at least two opposing points-of-view are possible. In scoring a point-of-view composition, readers must exercise caution in their expectation as to how the writer will identify or state the main idea. Some writers can make effective use of an inductive organizational plan, leading up to the actual statement of a position at the end of the composition. If the writer's position is clear, the main idea has been clearly indicated, whether or not the statement of the position occurs at the beginning or the end of the composition.

Supporting Details

In the expository composition the writer provides sufficient reason or cause to clarify his/her relationship to the subject matter or his/her position taken on the subject matter. Two important concepts in judging whether details are supportive are the concepts of *relatedness* and *sufficiency*. To be supportive of the subject matter, details must be related to the subject matter in such a way that they address the inherent question "Why?" following some statement of position by the writer. Relatedness has to do with the directness of the relationship that the writer establishes between the information and the subject matter. Sufficiency has to do with information load, but should not be confused with the concept of amount. In addition, the subject matter must be supported by sufficient details to be fully developed. Most often this detail will expand on a given reason by responding to a second question such as another "Why?" or "What do you mean?" The writer may present this information with enough power to cause it to be sufficient. On the other hand, the writer may present many pieces of information or details but fall short of sufficient development. Simply listing undeveloped details, redundancy, and the repetitious paraphrasing of the same point are common characteristics of insufficiency. Sufficiency, therefore, has to do with the weight or power of the information that is provided.

Organization

The writer establishes for the reader a sense of beginning, development, and ending in the composition. Organization is defined as the logical progression and completeness of the composition.

Coherence

Coherence occurs when the sentences in a composition are logically connected. The writer establishes relationships between and among the ideas, causes, and/or statements in the composition. Coherence in a clarification composition is a quality that results from the effective use of organization, unity, reason, and logic. The writer may employ one or more devices to achieve coherence. Among the most common devices are:

- a. repetition
- b. pronouns
- c. synonyms
- d. parallel structure
- e. connectives
- f. transitions

Example of words and phrases that might be used to signal connections or transitions in an expository composition follow.

Additional Facts:

- again, also, another, and, besides, finally, further, furthermore, in conclusion, initially, next, to begin with

Similarities:

- as, as though, also, in the same way, similarly

Contrasts:

- although, but, despite, either, even though, however, if, in spite of, instead, neither, still, unless, yet

Place:

- above, among, adjacent, below, beyond, farther, nearby, opposite, there, under

Cause:

- all things considered, because, since

Result:

- as a result, consequently, for this reason, obviously, so, therefore

Repetition

- all of this means, in brief, in other words, that is to say, to conclude, to summarize

Specific Examples:

- a few of these are, especially, for example, in particular, specifically

Emphasis:

- basically, essentially, certainly, in fact, indeed, of course

Time

- after, afterward, as soon, before, finally, later, now, not long after, until, when, while.

In focused holistic scoring, readers must judge the student's ability to integrate these four characteristics: main idea, supporting details, organization, and coherence

EXPOSITORY WRITING PROMPT

On the following page is a copy of the expository writing prompt as it appeared in the 1999-2000 grade 7 test booklet

DIRECTIONS: Write a well-organized composition on the topic below.

As you write your composition, remember to:

- Name the most important job in your school.
- Give at least two different reasons why you think it is the most important job.
- Explain your reasons. Write in complete sentences.
- Check to be sure that you are writing good paragraphs.
- Use correct grammar, spelling, punctuation, and capitalization.

You may use the blank sheet of paper given to you by your teacher to plan your composition. Anything you write on the blank sheet will not be scored. You must begin writing the final copy of your composition on the next page.

Now begin the final copy of your composition on the next page.

THE EXPOSITORY COMPOSITION FOCUSED HOLISTIC SCORE SCALE

Score Point 4

The response exhibits a strong command of expository writing. The writer has focused on the subject matter and has provided specific relevant reasons and details to support reasons as a means of elaboration. The writer's organization provides a clear strategy or controlled plan with a clear sense of logical progression and overall completeness. The composition is coherent.

Score Point 3

The response exhibits a reasonable command of expository writing. The writer has focused on the subject matter and given reasons to support the main idea. Some responses contain a few well-elaborated reasons or more reasons with less elaboration. The writer's organization provides a reasonable sense of logical progression. The response is generally coherent and complete overall, although minor weaknesses are present.

Score Point 2

The response exhibits a weak command of expository writing. The writer has focused on the subject matter and given at least one or two reasons or else a list of reasons with little or no elaboration. These responses may be poorly organized and may not establish a logical progression, but some sense of strategy exists. Some responses introduce reasons and ideas which are not explained or related to the subject matter, causing the reader to have to make inferences.

Score Point 1..

The response exhibits a lack of command of expository writing. There is evidence that the writer has seen and attempted to respond to the prompt. However, the response may not sustain focus on the topic. The writer may attempt to support ideas, but there may be no sense of strategy or control. Many responses exhibit skeletal control but may be too sparse to be scored higher than a "1."

NS

This code may be used for compositions that are entirely illegible or otherwise unscorable: blank responses, responses written in a foreign language, restatements of the prompt, and responses that are off topic or incoherent. The Scoring Director must give permission for the use of "NS."

