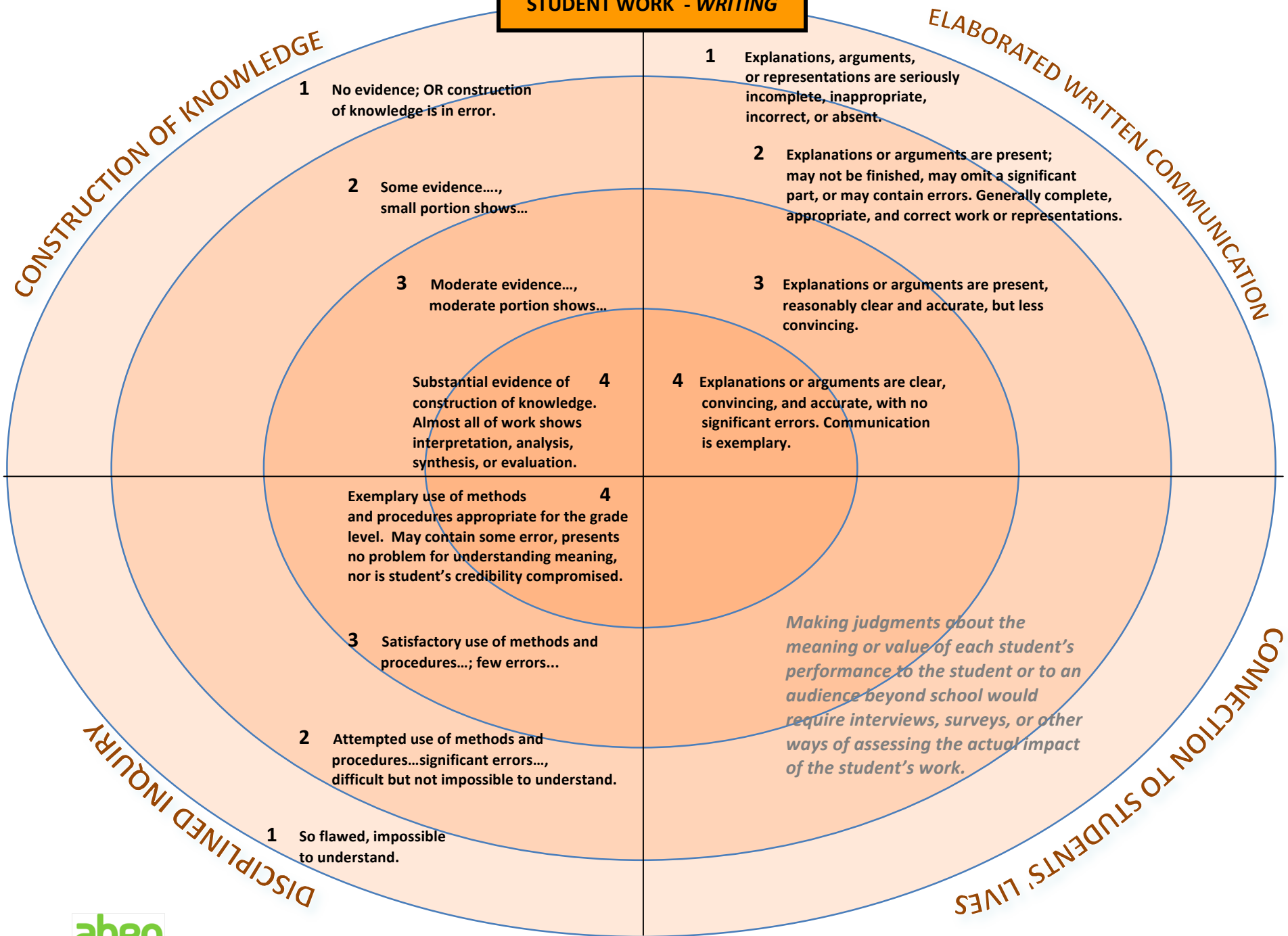


STANDARDS & CRITERIA for
STUDENT WORK - WRITING



GUIDELINES

- Scores should be based only on evidence in the student's performance relevant to the criteria. Do not consider things such as following directions, correct spelling, neatness, etc. unless they are relevant to the criteria.
- Scores may be limited by tasks that fail to call for construction of knowledge or elaborated written communication, but the scores must be based only upon the work shown.
- Take into account what the student can reasonably be expected to do at the grade level. However, scores should still be assigned according to criteria in the standards, not relative to other papers that have been scored.
- When it is difficult to decide between two scores, give the higher score only when a persuasive case can be made that the task meets minimal criteria for the higher score.
- If the specific wording of the criteria is not helpful in making judgments, base the score on the general intent or spirit of the standard described in the introductory paragraphs of the standard.
- Completion of the task is not necessary to score high.

STANDARDS and CRITERIA**Construction of Knowledge**

Student performance demonstrates interpretation, analysis, synthesis, or evaluation in order to construct knowledge, rather than merely to reproduce information.

- This standard is intended to measure the extent to which the student writing goes beyond mechanically recording, reporting, or otherwise reproducing information. The essential question is whether the student demonstrates construction of knowledge by means of thinking and organizing information, versus reproduction of knowledge by means of restating what has been previously given to him/her.
- To score high on this standard, a significant portion of the student's work must appear reasonably original, not merely a restatement of some analysis previously given in a text or discussion. In scoring construction of knowledge, the proportion of work that illustrates construction of knowledge is more important than the number of statements indicating this.

Disciplined Inquiry

Student performance demonstrates understanding of important methods and procedures central to the discipline to make meaning clear to the reader. Performance demonstrates proficiencies within the discipline appropriate to grade level.

- This standard is intended to measure the degree to which the student attends to task, purpose, and audience reflected in choice of words, information and structures to make their meaning understandable to readers given the assigned genre.
- Scorers should not count individual errors, but should instead assess the degree to which errors interfere with understanding the student's meaning.
- Scorers should take into consideration the efforts the student might make at trying out new language structures and genres that represent a "stretch" for someone at their grade level and not fault the student severely, if these "stretch" efforts are not carried off with complete success.
- Scorers should assess the quality of the actual written work and not take into consideration possible effects of a student's linguistic background or learning disability.

Elaborated Written Communication

Student performance demonstrates an elaborated, coherent account that draws conclusions or makes generalizations or arguments and supports them with examples, summaries, illustrations, details, or reasons.

- Elaboration consists of two major parts: a conclusion, generalization or argument AND support for it, in the form of at least one example, summary, illustration, detail, or reason. Elaboration is coherent when the examples, summaries, illustrations, details, or reasons do indeed provide appropriate, consistent support for the conclusions, generalizations, or arguments.
- The score should not be based on the proportion of student work central to the task that contains explanation/argument/representation but on the quality of the communication, wherever it may be in the work.