		WORD CHOICE	SENTENCES AND PARAGRAPHS	GRAMMAR, USAGE, AND MECHANICS
		All Modes Grades 5 and 8		
Score 4		• Figurative language, word relationships, and nuances in word meanings are demonstrated effectively. (5.W2.3 and 8.W1.4) • Concrete words and phrases, sensory details, and domain-specific vocabulary are used effectively to clearly convey ideas. (5.W2.3 and 8.W.2.1.h)	• Rich variety of sentence structure, type, and length are demonstrated. (5.W3.4.a and 8.W1.4) • Few, if any, fragments or run-ons are evident. (5.3.4.c and 8.W3.3.a) • Writer shows evidence of appropriate paragraphing. (5.W1.4.a and 8.W2.8.e)	• Writer effectively demonstrates command of the conventions of standard English grammar and usage as well as capitalization, punctuation, and spelling. (5.W3.2 and 8.W3.1) • Errors are minor and do not affect readability. (5.W3.1, 3.2; and 8.W.3.1, 3.2)
Score 3		• Figurative language, word relationships, and nuances in word meanings are demonstrated. • Concrete words and phrases, sensory details, and domain-specific vocabulary are used to convey ideas.	• Variety of sentence structure, type, and length are demonstrated. • Few fragments or run-ons are present. • Writer shows some evidence of paragraphing	• Demonstrates command of the conventions of standard English grammar and usage as well as capitalization, punctuation, and spelling. • Errors may be more noticeable but do not significantly affect readability.
Score 2		• Figurative language, word relationships, and nuances in word meanings are limited. • Concrete words and phrase, sensory details, and domain-specific vocabulary are limited.	• Student uses limited variety of sentence structure, type, and length. • Several fragments or run-ons are present. • Writer shows little or no attempt at paragraphing.	• Demonstrates limited command of the conventions of standard English grammar and usage as well as capitalization, punctuation, and spelling. • Errors may be distracting and interfere with readability.
Score 1		• Figurative language, word relationships, and nuances in word meanings are not evident. • Concrete words and phrases, sensory details, and domain-specific words are lacking.	• Student does not demonstrate clear sentence structure. • Many fragments or run-ons are present. • Writer shows little or no attempt at paragraphing.	• Demonstrates little or no command of the conventions of standard English grammar and usage as well as capitalization, punctuation, and spelling. • Errors are numerous and severely impede readability.

IDEAS AND DEVELOPMENT= 30%

ORGANIZATION, UNITY, AND COHERENCE= 25%

WORD CHOICE= 15%

SENTENCES AND PARAGRAPHS = 15%

GRAMMAR, USAGE, AND MECHANICS= 15%

Composite Score

A student's composite score on the Writing assessment, in part, is derived by assigning various weights to the five analytic traits. The averaged analytic score for each category is multiplied by the appropriate weight (percentage) and summed. The sum is then multiplied by 15 to place the score on the appropriate scale, and the score is then rounded to the nearest whole number. The weights are assigned based on the importance of each trait and are supported by empirical evidence. Each student's composite score will range from 60 (the highest score) to 15 (the lowest score).

Using the five analytic trait scores, a composite score is generated. The composite score is devised, in part, by weighting the analytic trait scores. The composite score is used to categorize a student's performance as Advanced, Proficient, Limited Knowledge, or Unsatisfactory.