

PENNSYLVANIA WRITING ASSESSMENT DOMAIN SCORING GUIDE

| | FOCUS | CONTENT | ORGANIZATION | STYLE | CONVENTIONS |
|----------|---|--|---|--|--|
| | <i>The single controlling point made with an awareness of task (mode) about a specific topic.</i> | <i>The presence of ideas developed through facts, examples, anecdotes, details, opinions, statistics, reasons and/or explanations.</i> | <i>The order developed and sustained within and across paragraphs using transitional devices including introduction and conclusion.</i> | <i>The choice, use and arrangement of words and sentence structures that create tone and voice.</i> | <i>The use of grammar, mechanics, spelling, usage and sentence formation.</i> |
| 4 | Sharp, distinct controlling point made about a single topic with evident awareness of task (mode) | Substantial, specific and/or illustrative content demonstrating strong development and sophisticated ideas | Sophisticated arrangement of content with evident and/or subtle transitions | Precise, illustrative use of a variety of words and sentence structures to create consistent writer's voice and tone appropriate to audience | Evident control of grammar, mechanics, spelling, usage and sentence formation |
| 3 | Apparent point made about a single topic with sufficient awareness of task (mode) | Sufficiently developed content with adequate elaboration or explanation | Functional arrangement of content that sustains a logical order with some evidence of transitions | Generic use of a variety of words and sentence structures that may or may not create writer's voice and tone appropriate to audience | Sufficient control of grammar, mechanics, spelling, usage and sentence formation |
| 2 | No apparent point but evidence of a specific topic | Limited content with inadequate elaboration or explanation | Confused or inconsistent arrangement of content with or without attempts at transition | Limited word choice and control of sentence structures that inhibit voice and tone | Limited control of grammar, mechanics, spelling, usage and sentence formation |
| 1 | Minimal evidence of a topic | Superficial and/or minimal content | Minimal control of content arrangement | Minimal variety in word choice and minimal control of sentence structures | Minimal control of grammar, mechanics, spelling, usage and sentence formation |

| | NON-SCORABLE | OFF-PROMPT |
|----------|--|---|
| 0 | <ul style="list-style-type: none"> • Is illegible; i.e., includes so many indecipherable words that no sense can be made of the response • Is incoherent; i.e., words are legible but syntax is so garbled that response makes no sense • Is insufficient; i.e., does not include enough to assess domains adequately • Is a blank paper | <ul style="list-style-type: none"> • Is readable but did not respond to prompt |