

Georgia High School Writing Test: Scoring Rubric

Domain 1: IDEAS. The degree to which the writer establishes a controlling idea and elaborates the main points with examples, illustrations, facts, or details that are appropriate to the persuasive genre.

Components

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| <ul style="list-style-type: none"> • Controlling Idea/Focus • Supporting Ideas • Relevance of Detail | <ul style="list-style-type: none"> • Depth of Development • Awareness of the Persuasive Purpose • Sense of Completeness |
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5	<p>Full command of the components of Ideas. The writing is characterized by most or all of the following:</p> <ul style="list-style-type: none"> • Fully focused on the assigned topic and persuasive purpose • Fully developed controlling idea that establishes the validity of the writer’s position • Supporting ideas and elaboration are relevant to the writer’s argument and audience • Supporting ideas are fully elaborated throughout the paper with logical examples, details, and evidence (facts, expert opinions, quotations, or commonly accepted beliefs) • Uses rhetorical devices to support assertions (e.g., appeal to emotion, personal anecdote, analogy, logical reasoning) • Response contains an abundance of information that fully addresses readers’ concerns, counterarguments, biases, or expectations
4	<p>Consistent control of the components of Ideas. The writing is characterized by most or all of the following:</p> <ul style="list-style-type: none"> • Consistently focused on the assigned topic and persuasive purpose • Well developed controlling idea that establishes the validity of the writer’s position • Supporting ideas and elaboration are relevant to the writer’s argument • Supporting ideas are consistently well developed with specific examples, details, and evidence • Uses some rhetorical devices to support assertions (e.g., appeal to emotion, personal anecdote, analogy, logical reasoning) • Response contains complete information and addresses readers’ concerns, counterarguments, biases, or expectations
3	<p>Sufficient control of the components of Ideas. The writing is characterized by most or all of the following:</p> <ul style="list-style-type: none"> • Sufficiently focused on the assigned topic and persuasive purpose • Sufficiently developed controlling idea that establishes the writer’s position • Most supporting ideas are relevant to the writer’s argument • Supporting ideas are developed with some examples, details, and/or evidence • Some parts of the paper may be well developed, but other parts of the paper are only partially developed • Response is generally appropriate to the persuasive purpose and may include some rhetorical devices • Response contains sufficient information to provide a sense of completeness and address some reader concerns
2	<p>Minimal control of the components of Ideas. The writing is characterized by most or all of the following:</p> <ul style="list-style-type: none"> • Minimally focused on the assigned topic and persuasive purpose • Minimally developed controlling idea that addresses some aspect of the writer’s position • Some points and details may be irrelevant or inappropriate to the writer’s argument • Supporting ideas are vague, general, and/or undeveloped • Some ideas may be partially developed, while others are simply listed without development • Response demonstrates minimal awareness of the persuasive purpose • Response lacks sufficient information (due to incomplete development or the repetition of supporting ideas) to provide a sense of completeness and address reader concerns
1	<p>Little or no control of the components of Ideas. The writing is characterized by most or all of the following:</p> <ul style="list-style-type: none"> • Little or no focus on the assigned topic and/or persuasive purpose • Writer’s position may be apparent, but a controlling idea is not established • Ideas do not advance the writer’s position • Ideas are unclear, irrelevant, and/or repeated • Response does not demonstrate awareness of the persuasive purpose • Lacks a sense of completeness and fails to address reader concerns • Insufficient student writing (due to brevity or copying the prompt) to determine competence in Ideas

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Domain 2: ORGANIZATION. The degree to which the writer's ideas are arranged in a clear order and the overall structure of the response is consistent with the persuasive genre.

Components

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| <ul style="list-style-type: none"> • Overall Plan • Introduction/Body/Conclusion • Sequence of Ideas | <ul style="list-style-type: none"> • Grouping of Ideas within Paragraphs • Organizing Strategies Appropriate to Persuasion • Transitions |
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5	<p>Full command of the components of Organization. The writing is characterized by most or all of the following:</p> <ul style="list-style-type: none"> • Organizing strategy is appropriate to the writer's argument. The overall strategy facilitates the writer's communication of ideas • Logical and appropriate sequencing of ideas within paragraphs and across parts of the paper • Introduction engages the reader and sets the stage for the writer's topic and persuasive purpose • Conclusion provides a sense of closure without repetition • Related ideas are grouped in a logical manner within paragraphs • Uses effective and varied transitional elements to link all elements of the response: parts of the paper, ideas, paragraphs, and sentences. Transitioning extends beyond the use of transitional words and phrases
4	<p>Consistent control of the components of Organization. The writing is characterized by most or all of the following:</p> <ul style="list-style-type: none"> • Overall organizing or structure is appropriate to the writer's argument and topic. Structure guides the reader through the text • Appropriate sequencing of ideas (e.g., order of importance, cause and effect, advantages & disadvantages) • Introduction sets the stage for the writer's topic and persuasive purpose • Conclusion provides closure without repetition • Related ideas are grouped together in paragraphs • Varied transitional elements link parts of the paper and link ideas within paragraphs
3	<p>Sufficient control of the components of Organization. The writing is characterized by most or all of the following:</p> <ul style="list-style-type: none"> • Organizing strategy is generally appropriate to the writer's argument and topic • Clear sequence of ideas • Introduction fits the writer's topic and/or persuasive purpose • Conclusion provides closure • Majority of related ideas are grouped together in paragraphs • Transitions link parts of the paper or ideas within paragraphs
2	<p>Minimal control of the components of Organization. The writing is characterized by most or all of the following:</p> <ul style="list-style-type: none"> • Organizing strategy is formulaic and/or inappropriate to the persuasive purpose • Minimal evidence of sequencing • May lack an introduction or include an ineffective introduction • Conclusion may be lacking or limited to the repetition of the writer's position and supporting ideas • Some related ideas are grouped together in paragraphs • Minimal use of transitions (transitions may be formulaic, ineffective, or repetitive)
1	<p>Little or no control of the components of Organization. The writing is characterized by most or all of the following:</p> <ul style="list-style-type: none"> • Little or no evidence of an organizing strategy • Ideas are not sequenced in a meaningful order • Lacks an introduction and/or conclusion • Unrelated ideas are included within paragraphs • Lacks transitions or uses inappropriate transitions • Insufficient writing (due to brevity or copying the prompt) to determine competence in Organization

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Domain 3: STYLE. The degree to which the writer controls language to engage the reader.

Components

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| <ul style="list-style-type: none"> • Word Choice • Audience Awareness | <ul style="list-style-type: none"> • Voice • Sentence Variety |
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5	<p>Full command of the components of Style. The writing is characterized by most or all of the following:</p> <ul style="list-style-type: none"> • Carefully crafted phrases and sentences create a sustained tone and advance the writer’s purpose with respect to the intended audience • Varied, precise, and engaging language that is appropriate to the persuasive purpose • Word choice reflects an understanding of the denotative and connotative meaning of language • Figurative or technical language may be used for rhetorical effect • Sustained awareness of audience throughout the paper • Evocative or authoritative voice that is sustained throughout the response • An extensive variety of sentence lengths, structures, and beginnings
4	<p>Consistent control of the components of Style. The writing is characterized by most or all of the following:</p> <ul style="list-style-type: none"> • Language and tone enhance the persuasive purpose • Word choice is precise and engaging • Awareness of audience in the introduction, body, and conclusion • Consistent and distinctive voice • Sentences vary in length and structure
3	<p>Sufficient control of the components of Style. The writing is characterized by most or all of the following:</p> <ul style="list-style-type: none"> • Language and tone are appropriate to the persuasive purpose • Word choice is generally interesting and appropriate with occasional lapses into simple and ordinary language • Awareness of audience in the majority of the paper (some parts may lack audience awareness) • Writer’s voice is clear and appropriate • Some variation in sentence length and structure
2	<p>Minimal control of the components of Style. The writing is characterized by most or all of the following:</p> <ul style="list-style-type: none"> • Language and tone are uneven • Word choice is simple, ordinary and/or repetitive • Minimal awareness of audience • Minimal, inconsistent, or indistinct voice • Minimal variation in sentence length and structure
1	<p>Little or no control of the components of Style. The writing is characterized by most or all of the following:</p> <ul style="list-style-type: none"> • Language and tone are flat and/or inappropriate to the task and audience • Word choice is incorrect, imprecise, and/or confusing • Little or no awareness of audience • Writer’s voice is not apparent or controlled • Little or no sentence variety • Insufficient student writing (due to brevity or copying the prompt) to determine competence in Style

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Domain 4: CONVENTIONS. The degree to which the writer demonstrates control of sentence formation, usage, and mechanics. *Note: In general, sentence formation and usage are weighted more heavily than mechanics in determining the overall conventions score.*

Components:	Sentence Formation	Usage	Mechanics
Elements:	<ul style="list-style-type: none"> • correctness • clarity of meaning • complexity • end punctuation 	<ul style="list-style-type: none"> • subject-verb agreement • standard word forms • verb tenses 	<ul style="list-style-type: none"> • internal punctuation • spelling • paragraph breaks • capitalization

5	<p>Full command of the components of Conventions. The writing is characterized by most or all of the following:</p> <ul style="list-style-type: none"> • Full command of simple, complex, compound, and complex/compound sentences with correct end punctuation • Consistent clarity of meaning even in complex sentences • May include functional fragments • Variety of subordination and coordination strategies • All elements of usage are consistently correct: subject-verb agreement, word forms (nouns, adjectives, adverbs), verb tense, pronoun-antecedent agreement • All elements of mechanics are consistently correct: punctuation within sentences, spelling, capitalization, and paragraph indentation • Infrequent, if any, errors
4	<p>Consistent control of the components of Conventions. The writing is characterized by most or all of the following:</p> <ul style="list-style-type: none"> • Consistently correct simple, complex, and compound sentences with correct end punctuation • Consistent clarity of meaning at the sentence level • May include functional fragments • Most elements of usage are consistently correct • Most elements of mechanics are consistently correct • Errors are generally minor and do not interfere with meaning
3	<p>Sufficient control of the components of Conventions or two components may be strong while the other one is weak. The writing is characterized by most or all of the following:</p> <ul style="list-style-type: none"> • Majority of sentences are formed correctly with some complex and/or compound sentences, but there may be some fragments and run-ons • Sentence level meaning is generally clear • Usage is generally correct, but there may be some errors in each element • Mechanics is generally correct, but there may be some errors in each element • Few errors interfere with meaning
2	<p>Minimal control of the components of Conventions or one component may be strong while the other two are weak. The writing is characterized by most or all of the following:</p> <ul style="list-style-type: none"> • Simple sentences may be formed correctly, but there are frequent fragments and/or run-ons • Some end punctuation may be incorrect or lacking • Mixture of correct and incorrect instances of the elements of usage • Mixture of correct and incorrect instances of the elements of mechanics • Some errors may interfere with meaning
1	<p>Little or no control of the components of Conventions. The writing is characterized by most or all of the following:</p> <ul style="list-style-type: none"> • Frequent sentence fragments, run-ons, and unclear sentences • End punctuation is incorrect or lacking • May contain frequent and severe errors in most elements of usage • May contain frequent and severe errors in most elements of mechanics • Errors may interfere with or obscure meaning • Insufficient student writing (due to brevity or copying the prompt) to determine competence in Conventions