Georgia High School Writing Test: Scoring Rubric

Domain 1: IDEAS

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

- Controlling Idea/Focus
- Supporting Ideas
- Relevance of Detail
- Depth of Development
- Awareness of Persuasive Purpose
- Sense of Completeness

1. Little or no control of the components of Ideas.	2. Minimal control of the components of Ideas.	3. Sufficient control of the components of Ideas.	4. Consistent control of the components of Ideas.	5. Full command of the components of Ideas
At each score point, the writing is characterized by most or all of the following:				
• Little or no focus on the assigned topic and/or persuasive purpose	• Minimally focused on the assigned topic and persuasive purpose	• Sufficiently focused on the assigned topic and persuasive purpose	• Consistently focused on the assigned topic and persuasive purpose	• Fully focused on the assigned topic and persuasive purpose
• Writer's position may be apparent, but a controlling idea is not established	• Minimally developed controlling idea that addresses some aspect of the writer's position	• Sufficiently developed controlling idea that establishes the writer's position	• Well developed controlling idea that establishes the validity of the writer's position	• Fully developed controlling idea that establishes the validity of the writer's position
• Ideas do not advance the writer's position	• Some points and details may be irrelevant or inappropriate to the writer's argument	• Most supporting ideas are relevant to the writer's argument	• Supporting ideas and elaboration are relevant to the writer's argument	• Supporting ideas and elaboration are relevant to the writer's argument and audience
• Ideas are unclear, irrelevant, and/or repeated	• Supporting ideas are vague, general, and/or undeveloped • Some ideas may be partially developed, while others are simply listed without development	• 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	• Supporting ideas are consistently well developed with specific examples, details, and evidence	• Supporting ideas are fully elaborated throughout the paper with logical examples, details, and evidence (facts, expert opinions, quotations, or commonly accepted beliefs)
• Response does not demonstrate awareness of the persuasive purpose	• Response demonstrates minimal awareness of the persuasive purpose	• Response is generally appropriate to the persuasive purpose and may include some rhetorical devices	• Uses some rhetorical devices to support assertions (e.g., appeal to emotion, personal anecdote, analogy, logical reasoning)	• Uses rhetorical devices to support assertions (e.g., appeal to emotion, personal anecdote, analogy, logical reasoning)
• 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	• Response lacks sufficient information (due to incomplete development or the repetition of supporting ideas) to provide a sense of completeness and address reader concerns	• Response contains sufficient information to provide a sense of completeness and address some reader concerns	• Response contains complete information and addresses readers' concerns, counterarguments, biases, or expectations	• Response contains an abundance of information that fully addresses readers' concerns, counterarguments, biases, or expectations

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Domain 2: ORGANIZATION

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

- Overall Plan
- Introduction/Body/Conclusion
- Sequence of Ideas
- Grouping of Ideas within Paragraphs
- Organizing Strategies Appropriate to Persuasion
- Transitions

1. Little or no control of the components of Organization.	**2. Minimal control of the components of Organization.**	**3. Sufficient control of the components of Organization.**	**4. Consistent control of the components of Organization.**	**5. Full command of the components of Organization.**
At each score point, the writing is characterized by most or all of the following:				
• Little or no evidence of an organizing strategy	• Organizing strategy is formulaic and/or inappropriate to the persuasive purpose	• Organizing strategy is generally appropriate to the writer's argument and topic	• Overall organizing strategy or structure is appropriate to the writer's argument and topic. Structure guides the reader through the text	• Organizing strategy is appropriate to the writer's argument. The overall strategy facilitates the writer's communication of ideas
• Ideas are not sequenced in a meaningful order	• Minimal evidence of sequencing	• Clear sequence of ideas	• Appropriate sequencing of ideas (e.g., order of importance, cause and effect, advantages & disadvantages)	• Logical and appropriate sequencing of ideas within paragraphs and across parts of the paper
• Lacks an introduction and/or conclusion	• May lack an introduction or include ineffective introduction • Conclusion may be lacking or limited to the repetition of the writer's position and supporting ideas	• Introduction fits the writer's topic and/or persuasive purpose • Conclusion provides closure	• Introduction sets the stage for the writer's topic and persuasive purpose • Conclusion provides closure without repetition	• Introduction engages the reader and sets the stage for the writer's topic and persuasive purpose • Conclusion provides a sense of closure without repetition
• Unrelated ideas included within paragraphs	• Some related ideas grouped together in paragraphs	• Majority of related ideas are grouped together in paragraphs	• Related ideas are grouped together in paragraphs	• Related ideas are grouped in a logical manner within paragraphs
• Lacks transitions or uses inappropriate transitions	• Minimal use of transitions (transitions may be formulaic, ineffective or repetitive)	• Transitions link parts of the paper or ideas within paragraphs	• Varied transitional elements link parts of the paper and link ideas 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
• Insufficient writing (due to brevity or copying the prompt) to determine competence in Organization				

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Domain 3: STYLE

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

Components

- Word Choice
- Audience Awareness
- Voice
- Sentence Variety

1. Little or no control of the components of Style.	2. Minimal control of the components of Style.	3. Sufficient control of the components of Style.	4. Consistent control of the components of Style.	5. Full command of the components of Style.
At each score point, the writing is characterized by most or all of the following:				
• Language and tone are flat and/or inappropriate to the task and audience	• Language and tone are uneven	• Language and tone are appropriate to the persuasive purpose	• Language and tone enhance the persuasive purpose	• Carefully crafted phrases and sentences create a sustained tone and advance the writer's purpose with respect to the intended audience
• Word choice is incorrect, imprecise, and/or confusing	• Word choice is simple, ordinary and/or repetitive	• Word choice is generally interesting and appropriate with occasional lapses into simple and ordinary language	• Word choice is precise and engaging	• 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
• Little or no awareness of audience	• Minimal awareness of audience	• Awareness of audience in the majority of the paper (some parts may lack audience awareness)	• Awareness of audience in the introduction, body, and conclusion	• Sustained awareness of audience throughout all parts of the paper
• Writer's voice is not apparent or controlled	• Minimal, inconsistent, or indistinct voice	• Writer's voice is clear and appropriate	• Consistent and distinctive voice	• Evocative or authoritative voice that is sustained throughout the response
• Little or no sentence variety	• Minimal variation in sentence length and structure	• Some variation in sentence length and structure	• Sentences vary in length and structure	• An extensive variety of sentence lengths, structures, and beginnings
• Insufficient student writing (due to brevity or copying the prompt) to determine competence in Style				

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Domain 4: CONVENTIONS

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:	• correctness • clarity of meaning • complexity • end punctuation	• subject-verb agreement • standard word forms • verb tenses	• internal punctuation • spelling • paragraph breaks • capitalization

1. Little or no control of the components of Conventions.	**2. Minimal control of the components of Conventions, *or one component may be strong while the other two are weak.***	**3. Sufficient control of the components of Conventions, *or two components may be strong while the other one is weak.***	**4. Consistent control of the components of Conventions.**	**5. Full command of the components of Conventions.**
At each score point, the writing is characterized by most or all of the following:				
• Frequent sentence fragments, run-ons, and incorrect sentences • End punctuation is incorrect or lacking	• Simple sentences may be formed correctly, but there are frequent fragments and/or run-ons • Some end punctuation may be incorrect or lacking	• 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	• Consistently correct simple, complex, and compound sentences with correct end punctuation • Consistent clarity of meaning at the sentence level • May include functional fragments	• 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
• May contain frequent and severe errors in most elements of usage	• Mixture of correct and incorrect instances of the elements of usage	• Usage is generally correct, but there may be some errors in each element	• Most elements of usage are consistently correct	• All elements of usage are consistently correct: subject-verb agreement, word forms (nouns, adjectives, adverbs), verb tense, pronoun-antecedent agreement
• May contain frequent and severe errors in most elements of mechanics	• Mixture of correct and incorrect instances of the elements of mechanics	• Mechanics is generally correct, but there may be some errors in each element	• Most elements of mechanics are consistently correct	• All elements of mechanics are consistently correct: punctuation within sentences, spelling, capitalization, and paragraph indentation
• Errors may interfere with or obscure meaning	• Some errors may interfere with meaning	• Few errors interfere with meaning	• Errors are generally minor and do not interfere with meaning	• Infrequent, if any, errors
• Insufficient student writing (due to brevity or copying the prompt) to determine competence in Conventions				