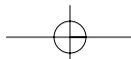


Georgia High School Writing Test

Interpretive Guide



Georgia Department of Education
Kathy Cox, State Superintendent of Schools
2004–2005 • Page 1 of 12
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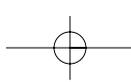


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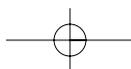
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INTRODUCTION

Section 20-2-281 of the Official Code of Georgia Annotated (O.C.G.A.) requires that writing assessments be administered to students in grades three, five, eight, and 11. The State Writing Assessment Advisory Council assisted the Georgia Department of Education in developing the writing component of the state assessment program. The council, consisting of educators with expertise in the instruction of writing skills and writing assessment, is comprised of a Grades 3 and 5 Committee and a Grades 8 and 11 Committee. The goal of the Writing Assessment Advisory Council and the Georgia Department of Education is to create developmentally appropriate assessment procedures to enhance statewide instruction in language arts. Statewide performance-based writing assessments serve the purpose of improving writing and writing instruction.

Results of the Georgia High School Writing Test (GHSWT) are used to identify students who may need additional instruction in academic content and skills considered essential for a high school diploma. Students who entered grade nine after July 1991 must pass the GHSWT to be eligible to receive a diploma.

The GHSWT requires students to write a composition of no more than two pages on an assigned topic. Each paper is scored by at least two trained readers who independently rate the composition on four domains of effective writing. These domains are described on pages 9-11 of this [Interpretive Guide](#) and in detail in the publication entitled [Assessment and Instructional Guide for the Georgia High School Writing Test](#).

An individual writing report is prepared for each student, and results are summarized for each school and system. The reports are designed to inform students, parents, teachers, and school administrators of the extent to which students are able to demonstrate effective writing skills and to suggest areas of instruction where improvement could be made. The various reports are described in this [Interpretive Guide](#).

SCORING PROCEDURES AND TYPES OF SCORES

The trained readers who scored each paper rated the composition using a standardized scoring system that assigns a score of “1” to “4” to each of the four domains of effective writing. The scale of “1” to “4” represents a continuum of writing, with the points on the continuum defined by the scoring rubric for each domain.

A paper might not demonstrate competence in each component listed under a particular domain, yet it will be

scored a “4” on that domain because of the overall strength of the paper in that domain. Another paper may demonstrate competence in one component of a domain but be so weak in other components that those weaknesses overpower the single strength. Thus, this second paper may receive a score of “1” on that domain because of overpowering weaknesses. In other words, strengths may compensate for weaknesses, and weaknesses may overpower strengths.

Occasionally a student paper cannot be rated. In such cases, the reason for not rating the paper is noted on the Student Report, and the numbers of such papers are shown on the School and System Summary Reports. In order to be scored, papers must meet the criteria contained in the scoring guidelines for the four domains. **It is not possible for a student to pass the GHSWT unless the student’s paper is scored in all four domains.** The following types of responses cannot be scored in any domain:

- Blank: The paper contains no student writing.
- Limited Text: Too limited text to score; less than a coherent paragraph.
- Non-English: The paper is written in a foreign language.
- Non-participation: Response consists of announced refusal to take the test.
- Illegible: Not enough words in the paper are recognizable to be used as a basis for determining what other words are.
- Incomprehensible: The paper contains few recognizable English words or it may contain recognizable English words arranged in such a way that no meaning is conveyed.
- Non-prose: Complete or major portion of response consists of poetry, rap, and/or musical lyrics.
- Copied/Not Original Writing: Copied from published source or another student’s writing.
- Previous: Paper or topic from previous test administration.

In addition, a response that is Off Topic (not written on the topic assigned) will receive scores in only two of the four domains, Conventions and Sentence Formation. Such a paper cannot receive a passing score.

For each domain, the ratings of the readers are added. Then the four domain scores are weighted before being combined to produce a total score for the student paper. The weights assigned to the domains are as follows: Content/Organization – 4; Style – 2; Sentence Formation – 2; Conventions of Written Language – 2. These total scores are then converted to scale scores.

A standard scale score is based on the raw score, or number of test items correct. The changing of raw scores to standard scale scores is parallel to the process of changing the measurement of temperature from the scale of centigrade to the scale of Fahrenheit. In terms of test instruments, the scale can be defined at whatever points determined most useful for the test. As an example, scores on the widely used Scholastic Assessment Test (SAT) are reported on a scale ranging from 200 to 800. Each time a new version of the SAT is administered, the raw scores are converted to this same scale, a process that takes into account any differences between various forms of the tests. Most major testing programs such as the SAT must produce multiple forms of the same test; therefore, some method of changing scores from the various tests to a common scale is necessary in order to be able to compare scores from one test form to another for the same student, or from year to year for groups of students.

The scale for the GHSWT is 400 to 600; 500 is the passing score.

In addition to the scale score for the total test, student performance is described in terms of a percentile rank. This indicates how a score compares to scores of all regular program students taking the writing test for the first time. For example, a percentile rank of 65 indicates that a test score equals or exceeds 65 percent of the scores of those students. Percentile ranks are computed based on the performance of students tested during the most recent full statewide administration.

Student test reports also contain statements summarizing the student's performance on each of the four domains of effective writing. Strengths and weaknesses in each domain are noted. This information should be used in planning remedial instruction for students who failed the test or in assisting any students who want to improve their writing.

At the school and system level, average total scale scores are reported. For each domain, the number and percentage of student papers with scores at each of seven levels (see pages 9-11) are reported. Average test performance for test repeaters and students with disabilities is reported separately from that of first time regular program test takers.

INDIVIDUAL STUDENT REPORTS

Student Label

One label is provided for each student tested. The label is to be placed in the student's cumulative school record. It contains an indication of pass/fail status, the total scale score, the percentile rank, and the student's level of performance in each domain. A sample of this label is shown on page 5.

Student Report

Two originals of the Student Report are provided: one is a student/parent copy which must be provided to the student's parent(s) or guardian, preferably after the results are reviewed with the student in a counselor or teacher conference; one copy is for instructional use by the student's teacher(s). A sample of this report is shown on page 6.

The top section on the Student Report describes the student's total test performance. Included are the total scale score, the percentile rank, and a statement of the student's pass/fail status. Below this box are statements summarizing the student's performance on each of the domains. The domains are described on the reverse side of the Student Report.

If a student's paper could not be rated (see explanation on page 3), no scores are reported. In this case, a statement of the reason for nonscorability is printed in the area where the score ordinarily would appear.

Student Achievement Roster

Two copies of Student Achievement Rosters are provided for each school in which testing was conducted. Separate rosters are provided by grade and for students in miscellaneous categories (e.g., third-year tenth-graders or uncoded status). Rosters contain the names of all students tested, including special program students. Displayed for each student are the student's FTE number, number of times tested, the SRC code, the pass/fail status, the scale score, the percentile rank, and the student's level of performance in each domain. A sample of this report is shown on page 7.

Remediation/Retest Roster

This roster lists students who did not pass the Georgia High School Writing Test. Students who had non-scorable papers are listed. This roster may be used to determine students who need remedial instruction. In addition to student names, the roster contains a notation of the writing domains in which the students' papers appeared to be the weakest. One copy of this roster is intended for the use of teachers and others who are responsible for planning remedial instruction. Three copies are furnished. A sample of this report is shown on page 7.

SUMMARY REPORTS

School/System Report

A summary of student scores is provided for the school and for the system. Two copies of this report are furnished. The School and System reports are identical in content; only a sample School Report is shown on page 8.

The School/System Report contains five sections displaying the following information:

1. Average scale score and percent of students passing for the school, system, Regional Education Service Agency (RESA), and state.
2. Information on the overall performance of regular program students and special program students (number tested, average scale score, and percent passing).
3. Information on the frequency and distribution of scores in various scale score ranges.
4. The number of non-scorable papers in each of 10 categories (see explanation on page 3).
5. The summary of ratings of student papers for each of the domains of effective writing. The ratings are summarized according to the descriptions of domain performance that were assigned to each student paper in each domain. These descriptions correspond to “levels” of performance. A listing of all the possible statements that could be assigned to a student paper can be found on pages 9-11 of this Interpretive Guide. (NOTE: Partially scored “off-topic” papers are not included in these data.)

SAMPLE REPORT FORMS

Student Label

PASS FAIL	TOTAL SCORE	%TILE RANK	LEVEL (I - VII)			
			C/O	S	C	SF
P	509	27	III	III	III	V

Labels A through G point to specific fields in the form:

- A: Student's name and grade as it appears on the Answer Document
- B: Date of testing
- C: Name of test
- D: Pass/fail indication
- E: Total scale score achieved
- F: Percentile rank for this student's total score
- G: Level of performance in each domain; levels refer to the descriptive statements that are found on each student's report (see pages 9-11 of this Interpretive Guide)

Key:

- Student's name and grade as it appears on the Answer Document
- Date of testing
- Name of test
- Pass/fail indication
- Total scale score achieved
- Percentile rank for this student's total score
- Level of performance in each domain; levels refer to the descriptive statements that are found on each student's report (see pages 9-11 of this Interpretive Guide)

Student Report

The second box on the Student Report contains the total test score, percentile rank, and pass/fail status. If a paper was not scorable, it will be so noted in this box. Lower boxes describe the students' performance on each of the domains of effective writing.

GEORGIA HIGH SCHOOL WRITING TEST

Writing

NAME: **JENNIFER L HUANG** GRADE: **11**

STUDENT ID: **99999** BIRTH DATE: **8/77**

SYSTEM: **FRIENDLY COUNTY** CODE: **999**

SCHOOL: **FRIENDLY HIGH SCHOOL** CODE: **9999**

TEST DATE: **3/98** DATE PRD: **28APRXX**

DOCUMENT NO: **147134**

D → **Total Test Performance**

PASSING THE WRITING TEST IS ONE OF THE REQUIREMENTS FOR HIGH SCHOOL GRADUATION. A SCORE OF 500 OR GREATER IS A PASSING SCORE. YOUR SCORE IS 531 WITH A PERCENTILE RANK OF 38. YOU HAVE PASSED THIS TEST.

E ← Percentile rank for this student's total score*

F ← Total scale score achieved

G → **Content & Organization**

THE PAPER CONTAINED A CLEAR CONTROLLING IDEA ESTABLISHED AND DEVELOPED THROUGH GENERALLY RELEVANT SUPPORTING IDEAS. THE PAPER MAY HAVE STRAYED INTO AN OCCASIONAL IRRELEVANT IDEA. SUPPORTING IDEAS WERE GENERALLY PRESENTED IN A LOGICAL ORDER WITH ENOUGH SUPPORT FOR THE WRITER'S POSITION TO BE CONSIDERED COMPLETE. DEVELOPMENT OF THE SUPPORTING IDEAS MAY HAVE BEEN UNEVEN.

G → **Style**

EVEN THOUGH YOU HAVE PASSED THIS TEST, THE PAPER DEMONSTRATED LITTLE INDIVIDUALITY. WORD CHOICE WAS GENERALLY SIMPLE AND ORDINARY AND, EVEN IF CORRECT, WAS NOT ENGAGING. SENTENCE STRUCTURE MAY HAVE VARIED LITTLE IF AT ALL. THE TONE OF THE PAPER MAY HAVE BEEN INAPPROPRIATE FOR THE AUDIENCE OR PERSUASIVE PURPOSE. IF APPROPRIATE, THE TONE WAS NOT SUSTAINED THROUGHOUT. OVERALL, IT APPEARED THAT THE WRITER EXPERIENCED SOME CONFUSION ABOUT THE AUDIENCE.

G → **Conventions of Written language**

THE PAPER DEMONSTRATED INCONSISTENT CONTROL OF THE CONVENTIONS OF USAGE AND MECHANICS. THE PAPER MAY HAVE DEMONSTRATED CONTROL IN USAGE OR IN MECHANICS, BUT NOT BOTH.

G → **Sentence Formation**

THE PAPER CONTAINED A MAJORITY OF CLEAR AND COMPLETE SENTENCES, WITH GENERALLY CORRECT END PUNCTUATION. COMPETENCE IN EITHER COORDINATION OR SUBORDINATION WAS DEMONSTRATED. SUBORDINATION, WHEN PRESENT, WAS LIMITED TO SIMPLE CLAUSES. THERE MAY HAVE BEEN SENTENCE FRAGMENTS OR RUN-ONS, BUT THESE ERRORS WERE OUTWEIGHED BY CLEAR CORRECT SENTENCES.

Key:

- A. Student's name and grade as they appear on the Answer Document
- B. Identifying school information and date tested
- C. Document number
- D. Total test performance and pass/fail status
- E. Percentile rank for this student's total score*
- F. Total scale score achieved
- G. Description of domain performance

*Percentile ranks are computed based on the performance of regular program, first time examinees tested in the most recent full statewide administration.

Student Achievement Roster

GEORGIA HIGH SCHOOL WRITING TEST		WRITING					SPRING, 20XX			
STUDENT ACHIEVEMENT ROSTER FOR: FRIENDLY HIGH 999-9999 PAGE: 1										
DATE PRINTED: 28APRXX GRADE: 11										
STUDENT NAME	TIMES TESTED	SRC	BIRTH DATE	PASS FAIL	SCALE SCORE	PERCENTILE RANK	DOMAIN PERFORMANCE			
							C/O	S	C	SF
CURTIN, DAVID F ID: 99999	1		9/81	PASS	509	27	III	III	III	V
STRICKLAND, BILL C ID: 99999	1	F	9/8	PASS	562	53	VII	V	V	V
CHERN, JIH-SHIANG ID: 99999	1		10/81	PASS	548	46	V	V	V	VI
HINSON, ALLAN L ID: 99999	1		12/80	PASS	500	22	III	II	III	IV
HUANG, JENNIFER L	1		8/82	PASS	531	38	V	III	IV	V

SUMMARY FOR 58 STUDENT(S) PROCESSED		*** LEGEND ***	
TOTAL STUDENT(S) PASSING	49	C/O - CONTENT/ORGANIZATION;	S - STYLE;
TOTAL STUDENT(S) FAILING	9	SF - SENTENCE FORMATION;	C - CONVENTIONS;
TOTAL STUDENT(S) WITH NONSCORABLE PAPER	0	I-VII - WRITING LEVEL	

Key:

- A. Name of school and school code
- B. Date tested
- C. Grade level (students who failed to code any grade level are listed as "Miscellaneous Status")
- D. Names of students in the school
- E. Number of times student has taken this test*
- F. SRC as coded on the Answer Document
- G. Pass/fail designation
- H. Total writing score and percentile rank
- I. Level of performance in each domain (see descriptions on pages 9-11 of this Interpretive Guide)

*Students who did not code this item are shown as tested one time.

Remediation/Retest Roster

GEORGIA HIGH SCHOOL WRITING TEST		GEORGIA HIGH SCHOOL WRITING TEST					SPRING 20XX RETEST ROSTER			
DATE PRINTED: 10MAYXX										
FOR: FRIENDLY HIGH SCHOOL 999-9999 PAGE: 1										
STUDENT NAME	ID NUMBER	DOB	SRC	GRADE	SCALE SCORE	DOMAINS				
						C/O	S	C	SF	
CHERN, JIH-SHIANG	99996	2/81		11	474	*	*	*	*	
CURTAIN, DAVID F	99997	11/80		11	482	*	*	*	*	
HINSON, ALLAN L	99998	2/81		11	491	*	*	*	*	
HUANG, JENNIFER L	99999	1/81		11	469	*	*	*	*	
STRICKLAND, BILL C		3/82		11	TNA					

GEORGIA HIGH SCHOOL WRITING TEST		GEORGIA HIGH SCHOOL WRITING TEST					SPRING 20XX RETEST ROSTER			
DATE PRINTED: 10MAYXX										
FOR: FRIENDLY HIGH SCHOOL 999-9999 PAGE: 2										
STUDENT NAME	ID NUMBER	DOB	SRC	GRADE	SCALE SCORE	DOMAINS				
						C/O	S	C	SF	
RETEST SUMMARY										
5 STUDENT(S) IN YOUR SCHOOL NEED TO BE RETESTED.										
4 HAD A SCALE SCORE BELOW PASSING (500).										
1 DID NOT HAVE A SCORABLE PAPER (TNA).										
* IN A DOMAIN COLUMN INDICATES POSSIBLE PROBLEM AREA.										

Key:

- A. School name, code, and date of testing
- B. Names of students
- C. Students' scores
- D. Indicates student's paper could not be scored
- E. Domain scores
- F. Notation of weakest domains

School Report

The School Report and System Report are identical in format. Only the School Report is reproduced below. Average scores are computed based on the scores of regular program, first time examinees unless otherwise indicated.



GEORGIA HIGH SCHOOL WRITING TEST

SCHOOL REPORT FOR: FRIENDLY HIGH
SCHOOL CODE: 9999999
DATE TESTED: 3/20XX
NUMBER PROCESSED: 71 ← **B**
NUMBER REPORTED: 58 ← **C**
DATE PRINTED: 28APRXX

WRITING				
MEAN SCORES	SCHOOL	SYS	RESA	STATE
TOTAL SCALE SCORE	524	524	533	535
PERCENT PASSING	84	84	88	90

PERFORMANCE SUMMARY	NO. TESTED	MEAN SS	PERCENT PASSING
1ST TIME REGULAR PROGRAM EXAMINEES	58	524	84
1ST TIME SPECIAL PROGRAM EXAMINEES	4	503	25
SECOND TIME REPEATERS	6	498	50
EXAMINEES REPEATING 3+ TIMES	3	492	34

SCALE SCORES RANGE FROM 400 TO 600				
	BELOW 485	485-499	500-514	OVER 514
FREQUENCY	6	3	13	36
SCHOOL %	10	5	22	62
SYSTEM %	10	5	22	62
RESA %	0	12	60	27
STATE %	5	5	14	76

NSCORABLE PAPERS*			
CATEGORY	NUMBER	CATEGORY	NUMBER
BLANK	0	NONPROSE	0
LIMITED TEXT	0	COPIED	0
NON-ENGLISH	0	PREVIOUS	0
NONPARTICIPATION	0	OFF TOPIC	0
ILLEGIBLE	0		
INCOMPREHENSIBLE	0		

DOMAIN RATING SUMMARY*							
DOMAIN	LEVEL						
	I	II	III	IV	V	VI	VII
CONTENT/ORG (4)							
SCHOOL %	5	9	28	24	21	12	2
SYSTEM %	5	9	28	24	21	12	2
RESA %	4	6	27	23	24	10	5
STATE %	3	4	21	20	30	14	9
STYLE (2)							
SCHOOL %	10	14	29	14	29	3	0
SYSTEM %	10	14	29	14	29	3	0
RESA %	6	8	29	21	27	7	4
STATE %	4	6	24	21	27	11	6
CONVENTIONS (2)							
SCHOOL %	2	9	21	22	22	21	3
SYSTEM %	2	9	21	22	22	21	3
RESA %	4	6	17	18	33	15	8
STATE %	3	3	14	16	34	18	12
SENTENCE FORM (2)							
SCHOOL %	2	7	7	19	28	19	19
SYSTEM %	2	7	7	19	28	19	19
RESA %	2	4	11	13	31	21	16
STATE %	2	3	9	12	30	23	21

Compositions were scored by independent raters on a scale of 1 to 4 for each domain. Domains are weighted in computing a total score. The weight for each domain is shown in () beside the domain label above.

* Levels refer to the evaluative feedback students receive on each domain. See GHSWT Interpretive Guide for a description of Levels I-VII and an explanation of the categories of nonscorable papers.

Key:

- A.** Name of school reported, school code, and date of testing
- B.** Total number of students tested (total number of Answer Documents)
- C.** Number of students included in summary data (excludes special populations, repeaters, and blank or invalid Answer Documents)
- D.** Average scale score for the total test
- E.** Percent of students in the school passing the test
- F.** Category of students
- G.** Number of students in this category taking this test
- H.** Average scale score for the total test for this category of students
- I.** Percent of students in this category passing the test
- J.** Number of students scoring within a score interval
- K.** Percent of students scoring within a score interval
- L.** Number of nonscorable papers by category
- M.** Percent of papers at each level of performance in each domain (see pages 9-11 of this Interpretive Guide for descriptions of levels)

GEORGIA HIGH SCHOOL WRITING TEST: SCORING DOMAINS, DEFINITIONS, AND COMPONENTS

Domain 1 CONTENT & ORGANIZATION. The writer establishes the controlling idea through examples, illustrations, facts, or details. There is evidence of a sense of order that is clear and relevant. (Weight = 4)

- Response to assigned task
- Clearly established controlling idea
- Sufficiently relevant supporting ideas
- Clearly developed supporting ideas
- Clearly discernible order of presentation
- Logical transitions and flow of ideas
- Sense of completeness

Domain 2 STYLE. The writer controls language to establish his or her individuality. (Weight = 2)

- Effective diction
- Varied and effective sentence structure
- Tone consistent with topic and purpose
- Sense of audience

Domain 3 CONVENTIONS OF WRITTEN LANGUAGE. The writer uses the conventions appropriate for written Standard American English. (Weight = 2)

- Appropriate usage
- Appropriate mechanics

Domain 4 SENTENCE FORMATION. The writer forms sentences correctly. (Weight = 2)

- Appropriate end punctuation
- Complete sentences or functional fragments
- Appropriate coordination and/or subordination

DESCRIPTIONS OF STUDENT PAPERS BY DOMAIN

Once a student composition has been scored, the scores of the independent raters are combined for a total domain score (domains are described above). Each score level has associated descriptive statements that appear on the individual Student Report that is returned to the school. A sample of this report is shown on page 6 of this [Interpretive Guide](#). All possible statements that can appear on Student Reports for each domain are shown below. These descriptions correspond

to a continuum or range of performance in each domain. Teachers may find it useful as they plan instruction or assist in remediation to look at the statements on a particular student's report in relation to the descriptions shown below. This may help identify what needs to be done to improve the student's writing skills. For curriculum evaluation purposes, the percent of papers receiving each statement is shown on the School/System Report(s).

Content & Organization

Level VII

The paper contained a strong, clear controlling idea established through directly relevant supporting ideas. The paper contained full, evenly developed supporting ideas. The support (examples, illustrations, facts, details, logic, appeals to emotions, opinions) was presented in a clear and logical manner, with effective transitions.

Level VI

The paper contained a clear controlling idea established through relevant supporting ideas. The paper contained sufficient supporting ideas but may have demonstrated some uneven development or lacked the specific details necessary for full development. Supporting ideas were presented in a logical order. Transitions, when used, were generally effective.

Level V

The paper contained a clear controlling idea established and developed through generally relevant supporting ideas. The paper may have strayed into an occasional irrelevant idea. Supporting ideas were generally presented in a logical order with enough support for the writer's position to be considered complete. Development of the supporting ideas may have been uneven.

Level IV

The paper contained a controlling idea that may not have been sustained throughout the piece of writing. While the writer's intentions were apparent, supporting ideas may have been underdeveloped or unevenly developed.

Level III

The paper contained a vague or poorly developed controlling idea or several unrelated controlling ideas. The paper may have lacked a sense of completeness because the supporting ideas were too few, general, irrelevant, or underdeveloped. Although the paper may have contained a plan, the writer's ideas were repeated rather than developed.

Level II

The paper contained unrelated controlling ideas or lacked the development and organization necessary to clarify and elaborate the writer's position on the issue. The paper was characterized by repetition.

Level I

The paper lacked the development and organization necessary to establish a clear controlling idea. The paper may have been limited to a repetition of the prompt or a statement of the writer's position. The paper may have been confusing because it lacked a plan, had irrelevant ideas, or contained incomplete information.

(NOTE: Papers that are Off Topic are not scored in Content/Organization.)

Style**Level VII**

The paper established a clear sense of the writer's individuality. The word choice was precise, vivid, and varied, revealing an awareness of the different levels of meaning that words have. The effective use of varied sentence structures enhanced meaning. The tone was not only appropriate but consistently sustained. Overall, the paper conveyed full awareness of both "what" needed to be said and "how" to say it for the intended audience.

Level VI

The paper established a sense of the writer's individuality. Word choice was engaging and precise, conveying an awareness of the dictionary meaning of words. Sentence structure was varied. The tone was appropriate for the topic and purpose and sustained through most of the paper. The paper demonstrated a clear awareness of the intended audience.

Level V

The paper conveyed a sense of the writer's individuality. Word choice was engaging and sometimes precise. While effective, however, it may have been limited in variety. Sentence structure was varied; if repetitive, repetition was done for effect. The tone was appropriate for the topic and purpose and was generally sustained. The paper was written to a clearly recognizable audience.

Level IV

The paper conveyed some sense of the writer's individuality. Word choice was a combination of ordinary and engaging language. Sentence structure tended to be repetitive. The tone

of the paper may not have been appropriate for either the audience or the purpose. If appropriate, the tone was not sustained throughout the paper. Overall, it appeared that the writer lacked a consistent understanding of the audience.

Level III

The paper demonstrated little individuality. Word choice was generally simple and ordinary and, even if correct, was not engaging. Sentence structure may have varied little if at all. The tone of the paper may have been inappropriate for the audience or persuasive purpose. If appropriate, the tone was not sustained throughout. Overall, it appeared that the writer experienced some confusion about the audience.

Level II

The paper demonstrated little or no individuality. Word choice was simple and repetitive and sometimes incorrect. Sentence structure may have varied little if at all. The tone of the paper was inconsistent with the persuasive purpose. Overall, it appeared that the writer experienced confusion about the audience.

Level I

The paper did not demonstrate the writer's individuality. Word choice was repetitive or lacked variety and may have been incorrect. Sentence structure was repetitive. The tone of the paper was flat or otherwise inappropriate for the audience or persuasive purpose. The paper conveyed no sense that it was directed to a particular audience. The paper may have been too brief for the writer to demonstrate his or her writing style.

(NOTE: Papers that are Off Topic are not scored in Style.)

Conventions of Written Language**Level VII**

The paper demonstrated a full, consistent command of usage and mechanics. The paper demonstrated the writer's ability to use a variety of the conventions appropriate for written Standard American English.

Level VI

The paper demonstrated command of usage and mechanics. The paper demonstrated the writer's ability to use a variety of conventions in either usage or mechanics.

Level V

The paper demonstrated control in several aspects of usage and mechanics. The minor or infrequent errors in the paper did not interfere with meaning. However, the paper lacked

variety in usage and mechanics; the same forms were repeated.

Level IV

The paper demonstrated inconsistent control of the conventions of usage and mechanics. The paper may have demonstrated control in usage or in mechanics, but not both.

Level III

The paper demonstrated a limited grasp of usage and mechanics with repeated or varied weaknesses in the command of written Standard American English. The paper may have contained a combination of simple, correct forms and incorrect forms.

Level II

The paper often demonstrated an insufficient understanding of the conventions of usage and mechanics. The paper may have been too brief to demonstrate appropriate usage and mechanics. Instances of correct forms were offset by errors. Errors interfered with meaning.

Level I

The paper demonstrated an insufficient grasp of written Standard American English. The paper may have contained repeated or varied errors in usage and mechanics which created a barrier to comprehension. The paper may have been too brief to demonstrate appropriate usage and mechanics.

Sentence Formation

Level VII

The paper contained consistently clear, complete sentences with correct end punctuation. The various elements within the sentences were joined correctly, and the ideas within sentences were connected properly. Competence in both subordination and coordination of ideas was demonstrated through a variety of strategies.

Level VI

The paper contained clear, complete sentences with correct end punctuation. The various elements within the sentences were joined correctly, and the ideas were connected properly. Competence in both subordination and coordination was demonstrated but lacking in variety.

Level V

The paper contained a majority of clear and complete sentences, with generally correct end punctuation. Competence in either coordination or subordination was

demonstrated. Subordination, when present, was limited to simple clauses. There may have been sentence fragments or run-ons, but these errors were outweighed by clear, correct sentences.

Level IV

The paper demonstrated mixed control of sentence formation and the use of compound elements within sentences. The paper may have consisted mostly of clear, simple sentences with few compound sentences. The occasional run-on or sentence fragment interfered with meaning.

Level III

The paper demonstrated minimal competence in sentence formation and the use of compound elements within sentences. Evidence of control demonstrated by correctly formed sentences was offset by incorrect sentences. Sentence structure errors required the reader to reread in order to determine meaning.

Level II

The paper contained few clear, complete sentences with appropriate end punctuation. Sentence structure errors required the reader to reread in order to determine the writer's meaning. The paper may have been too brief to demonstrate sufficient control of sentence formation.

Level I

The paper did not contain clear, complete sentences with appropriate end punctuation. Fragments and/or run-ons occurred frequently in the paper. Sentence structure errors interfered with meaning. The paper may have been too brief to demonstrate correct sentence formation.

