



Grades 9 – 12 Writing: Report Scoring Guide

Criteria	5 Exceeds the Standard	4 Meets the Standard	3 Basic Writing	2 Limited Writing	1 Minimal Writing
<p>Organization and coherence:</p> <ul style="list-style-type: none"> Appropriate patterns: <ul style="list-style-type: none"> chronological historical specific to general general to specific causal sequential other appropriate for specific report Overall coherence 	<p>In addition to all the criteria in score 4, a paper receiving this score shows an exceptional awareness of readers' concerns and needs. It may demonstrate an unusual pattern or framework in which to embed information. The writer is extremely selective in presenting information, including relevant material and excluding that which would clutter the report.</p>	<p>Organizes in a framework pattern appropriate to purpose, audience, and context. Establishes context. Has strong overall coherence and balance. Possesses tight construction without extraneous material. Has a compelling opening, strong informative body, and satisfying conclusion.</p>	<p>Generally uses predictable pattern. Establishes sufficient context for reader to follow easily. Has overall coherence. Shows organization through clear beginning, middle, and end of report.</p>	<p>Usually shows an organizational plan, but may have digressions. May offer little context. Has general coherence, stays on topic, but may show weak cohesion between paragraphs or sentences. May have lengthy opening and abrupt closure.</p>	<p>Shows little or no evidence of purposeful organization. May lack coherence. Seems unaware of readers' concerns or needs.</p>
<p>Controlling Idea:</p> <ul style="list-style-type: none"> Evidence of gathered information Appropriate identification of sources Analysis of a situation followed by a suggested course of action Prediction of possible outcomes of a situation Appropriate stance 	<p>The writer makes use of strategies not always thought of for reporting information, notably personal anecdotes, dramatization of a scenario that would impart information in an entertaining way. Precise use of language conveys the writer's intent clearly and concisely.</p>	<p>Unifies and focuses the report. May be stated or strongly implied. Shows evidence of clear sense of direction appropriate to its purpose. Stance is that of a knowledgeable person presenting all relevant information.</p>	<p>States controlling idea, but may not use it effectively to unify report. Shows evidence of having a general rather than focused purpose in presenting information. Stance is that of a person who has a desire to convey gathered information, but sense of audience is vague.</p>	<p>May only state topic or subject rather than controlling idea. Conveys a lack of evident purpose. Stance conveys less authority than seen in higher scoring papers.</p>	<p>Defines subject with simple statement. Rarely conveys writer's intent.</p>
<p>Elaboration:</p> <ul style="list-style-type: none"> Using specific, concrete details Comparing, contrasting Naming, describing Reporting conversation Reviewing the history Explaining possibilities Creating a scenario Using own words 	<p>The writer may reflect on the significance of the information. The writer may make appropriate connections between the information presented and other knowledge and experience.</p>	<p>Uses a variety of strategies that may include those listed. Uses strategies effectively and appropriately. Selects details relevant to the topic, purpose, and audience. Provides depth of information.</p>	<p>May provide considerable information. Presents a lot of general information not well-supported by concrete examples. May include irrelevant materials.</p>	<p>May present random bits of information. Relies on general rather than specific details. May use irrelevant details, often presented in a list. May rely on opinion rather than facts.</p>	<p>Presents very little information. Presents random, disconnected, or unfocused opinions with some scattered fact.</p>