



K-8 Writing Benchmark Assessment Scoring Guide Grades

1= Needs Improvement, 2=Developing Standard, 3=Mastered Standard 4=Exceeds Standard

Grades K-8 Scoring	1 = 0-7 2 = 8-12 3 = 13-17 4 = 18-20
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Grades K-2 Example Scoring Calculations: 14 total points out of 20; Level 3=Mastered Standard

	4	3	2	1
Statement of Purpose/Focus	<ul style="list-style-type: none"> The response is fully sustained, consistent, and focused. <p style="text-align: center;">4 points</p>	<ul style="list-style-type: none"> The response is adequately sustained and consistently and purposefully focused. 	<ul style="list-style-type: none"> The response is somewhat sustained and consistently and purposefully focused. 	<ul style="list-style-type: none"> The response may be related to the topic but may provide little or no focus.
Organization	<ul style="list-style-type: none"> Organizes ideas and information using a clear topic sentence, facts, and definitions, and concluding sentence Used linking/transition words to connect ideas 	<ul style="list-style-type: none"> Organizes ideas and information using a clear topic sentence, facts, and sense of closure <p style="text-align: center;">3 points</p>	<ul style="list-style-type: none"> Organizes ideas and information in an incomplete structure (i.e. missing a sense of closure) 	<ul style="list-style-type: none"> Organizes with no evidence of structure
Elaboration of Evidence	<ul style="list-style-type: none"> Develops the topic skillfully with facts and definitions 	<ul style="list-style-type: none"> Develops the topic with facts 	<ul style="list-style-type: none"> Develops the topic with limited facts <p style="text-align: center;">2 points</p>	<ul style="list-style-type: none"> Uses few to no facts
Language and Vocabulary	<ul style="list-style-type: none"> Use of academic and domain-specific vocabulary appropriate for the audience and purpose 	<ul style="list-style-type: none"> Use of domain-specific vocabulary is generally appropriate for the audience <p style="text-align: center;">3 points</p>	<ul style="list-style-type: none"> Use of domain-specific vocabulary may at times be inappropriate for the audience and purpose 	<ul style="list-style-type: none"> Uses limited language or no domain-specific vocabulary May have little sense of audience and purpose
Conventions	<ul style="list-style-type: none"> Capitalizes correctly and consistently with no errors: first word in a sentence, "I," proper nouns, and titles Uses commas, apostrophes, and end punctuation correctly all the time Applies conventional spelling for words with common spelling patterns and irregular sight words Spells with learned spelling patterns with untaught words 	<ul style="list-style-type: none"> Capitalizes correctly and consistently with a minor error: first word in a sentence, "I," proper nouns, and titles Uses commas in a series and with a conjunction correctly; uses end punctuation correctly Applies conventional spelling for words with common spelling patterns and frequently occurring irregular words Spells untaught words phonetically 	<ul style="list-style-type: none"> Capitalizes correctly and consistently with some errors: first word in a sentence, "I," proper nouns, and titles Uses commas, apostrophes, and end punctuation correctly some of the time Applies conventional spelling for most consonant and short-vowel sounds Spells simple words phonetically <p style="text-align: center;">2 points</p>	<ul style="list-style-type: none"> Capitalizes incorrectly with many errors Uses commas, apostrophes, and end punctuation incorrectly or not at all Applies little to no sound/ spelling correspondence of consonants and short vowels Spells few to no simple words phonetically

Grades 3-8 Example Scoring Calculations: 16 total points out of 20; Level 3=Mastered Standards

Sample Generic 4-point Opinion Writing Rubric (Grade 3-5)					
Score	Statement of Purpose/Focus and Organization		Development: Language and Elaboration of Evidence		Conventions
	Statement of Purpose/Focus	Organization	Elaboration of Evidence	Language and Vocabulary	
4	<ul style="list-style-type: none"> The response is fully sustained and consistently and purposefully focused: opinion is clearly stated, and strongly maintained opinion is communicated clearly within the context <p style="text-align: center;">4 points</p>	<ul style="list-style-type: none"> The response has a clear and effective organizational structure creating unity and completeness: effective, consistent use of a variety of transitional strategies logical progression of ideas from beginning to end effective introduction and conclusion for audience and purpose 	<ul style="list-style-type: none"> The response provides thorough and convincing support/evidence for the controlling idea or main idea that includes the effective use of sources, facts, and details use of evidence from sources is smoothly integrated, comprehensive, and relevant effective use of a variety of elaborative techniques 	<ul style="list-style-type: none"> The response clearly and effectively expresses ideas, using precise language: use of academic and domain-specific vocabulary is clearly appropriate for the audience and purpose 	<ul style="list-style-type: none"> The response demonstrates a strong command of conventions: few to no errors in usage and sentence formation effective and consistent use of punctuation, capitalization, and spelling <p style="text-align: center;">4 points</p>
3	<ul style="list-style-type: none"> The response is adequately sustained and generally focused: opinion is clear and for the most part maintained, though some loosely related material may be present context provided for the claim is adequate 	<ul style="list-style-type: none"> The response has an recognizable organizational structure, though there may be some errors: some ideas may be loosely connected: adequate use of transitional strategies with some variety adequate progression of ideas from beginning to end adequate introduction and conclusion <p style="text-align: center;">3 points</p>	<ul style="list-style-type: none"> The response provides adequate support/evidence for the writer's opinion, though there may be some errors: use of sources, facts, and details some evidence from sources is integrated, though citations may be general or imprecise adequate use of some elaborative techniques <p style="text-align: center;">3 points</p>	<ul style="list-style-type: none"> The response adequately expresses ideas, employing a mix of precise with more general language use of domain-specific vocabulary is generally appropriate for the audience and purpose 	<ul style="list-style-type: none"> The response demonstrates an adequate command of conventions: some errors in usage and sentence formation are present, but no systematic pattern of errors is displayed adequate use of punctuation, capitalization, and spelling
2	<ul style="list-style-type: none"> The response is somewhat sustained with some extraneous material or a minor drift in focus: may be clearly focused on the opinion but is insufficiently sustained opinion on the issue may be unclear and unfocused 	<ul style="list-style-type: none"> The response has an inconsistent organizational structure, and flaws are evident: inconsistent use of transitional strategies with little variety uneven progression of ideas from beginning to end conclusion and introduction, if present, are weak 	<ul style="list-style-type: none"> The response provides uneven, cursory support/evidence for the writer's opinion that includes partial or uneven use of sources, facts, and details: evidence from sources is weakly integrated, and citations, if present, are uneven weak or uneven use of elaborative techniques 	<ul style="list-style-type: none"> The response expresses ideas unevenly, using simplistic language: use of domain-specific vocabulary that may at times be inappropriate for the audience and purpose <p style="text-align: center;">2 points</p>	<ul style="list-style-type: none"> The response demonstrates a partial command of conventions: frequent errors in usage may obscure meaning inconsistent use of punctuation, capitalization, and spelling
1	<ul style="list-style-type: none"> The response may be related to the topic but may provide little or no focus: may be very brief may have a major drift opinion may be confusing or ambiguous 	<ul style="list-style-type: none"> The response has little or no discernible organizational structure: few or no transitional strategies are evident frequent extraneous ideas may intrude 	<ul style="list-style-type: none"> The response provides minimal support/evidence for the controlling idea or main idea that includes little or no use of sources, facts, and details: use of evidence from sources is minimal, absent, in error, or irrelevant 	<ul style="list-style-type: none"> The response expression of ideas is vague, lacks clarity, or is confusing: uses limited language or domain-specific vocabulary may have little sense of audience and purpose 	<ul style="list-style-type: none"> The response demonstrates a lack of command of conventions: errors are frequent and severe and meaning is often obscured
0	A response gets no credit if it provides no evidence of the ability to (fill in with any key language from the intended target).				