## Scoring Guide for Writing Samples: Assessing Writing for Overall Quality and for Isolated Features\*

Level of Performance For Categories Related to Writing	Mastered [Capstone 4]	Accomplished [Milestones (3)]	Developing [Milestones (2)]	Beginning [Benchmark (1)]	Missing (0)	
RHETORICAL KNOWLEDGE						
	Mastered	Accomplished	Developing	Beginning	Missing	
	[Capstone (4)]	[Milestones (3)]	[Milestones (2)]	[Benchmark (1)]	(0)	
Purpose, focus,	Responds well to topic;	Attempts to	Shows a beginning	The underlying structure for		
understanding of	voice and style appeal to the	respond to topic;	awareness of	the text shows little		
audience needs, and	reader for the context;	voice and style	audience's values and	understanding of the text's		
context for the writing	introduction and conclusion	work; introduction	beliefs; the introduction	purpose, focus, or the		
task(s)	engage the reader; the	and conclusion	may exclude needed	audience's needs for		
	thesis or focus is evident	work, but the text	information for the	information.		
	throughout for the genre.	may lapse in focus;	analysis, or to establish			
	Disciplinary conventions are	the audience needs	its purpose; while the			
	evidenced.	may not be	thesis is evident, the			
		adequately	conclusion may lapse in			
		addressed.	showing how parts			
			relate to the whole.			

Mastered (Capstone(4))Accomplished (Milestones (3))Developing (Milestones (2))Beginning (Benchmark (1))Missing (0)Responds to the audience's need for logical reasoning; supporting evidence and purpose of the text; relevant information, anticipated sources and data, known points of contention, and preferred are evidenced; shows sophisticated understanding of subject though a disciplinary framework.Accomplished (Milestones (2))Shows limited critical thinking about the topic; ideas and inclusion of supporting details and examples.Shows limited critical thinking about the topic; ideas and inclusion of supporting details and examples.Shows limited critical thinking about the topic; ideas and inclusion of supporting details and examples.Missing (0)Genre & Disciprunaey ConventionsMastered (Indestones (2))Accomplished (Milestones (2))Missing (0)Formal and Informal rules for structure, stpeiftic christs, and especific christs, such attention in the expected genre or for the expected disciplina, aperiorist estivation, romertions appropriate to aspecific context, discipline, or writing task; such attention inclues the audience's expectation for appropriate structure, or writing task; such attention inclues the audience's expectation for appropriate structure, styled or writing task; such attention inclues the audience's expectation for appropriate structure, style or writing task; such audience's expectation for appropriate structure, style or writing task; such audience's expectation for appropriate structure, style or writing task; such audience's expectation for appropriate	CONTENT DEVELOPMENT						
Image: Supporting evidence and descriptive details relate to the overall focus and purpose of the text; relevant information, anticipated sources and data, known points of contention, and preferred are evidenced; shows sophisticated understanding of subject though a disciplinary framework.appropriate content, showing about the develops relevant and appropriate content.thinking about the topic; ideas are under-developed; connections between parts of the text may be misplaced, or connections between ideas and examples may not be examples.thinking about the topic; ideas are under-developed; connections between parts of the text may be misplaced, or connections between ideas and examples may not be examples.thinking about the topic; ideas are under-developed; connections between parts of the text may be misplaced, or connections between ideas and examples may not be examples.thinking about the topic; ideas are under-developed; connections between parts of the text may be misplaced, or connections between ideas and examples may not be examples.thinking about the topic; ideas are under-developed; connections between ideas and examples may not be examples.thinking about the topic; ideas are under-developed; connections between ideas and examples may not be examples.GENRE & Disciputancy ronwerting and informat nules for structure, format and Informal inherent in the expected genre or for the expected giscipina appropriate to the appropriate to the specific context, discipine, or writing task.Developing (Milestones (3)thinking about the topic; develops (Milestones (2))Milestone site may be inadequately absistic basic requiremen					• •	-	
GENRE & DISCIPLINARY CONVENTIONSMastered [Capstone(4)]Accomplished [Milestones (3)]Developing [Milestones (2)]Beginning [Benchmark (1)]Missing (0)Formal and Informal rules for structure, content, presentation, formatting, and stylistic choices inherent in the expected genre or for the expected discipline or professionalExhibits attention to and effective integration of conventions appropriate to a specific context, discipline, or writing task; such audience's expectation for appropriate structure, style or professionalIntegrates style conventions appropriate structure, style or writing, content, format, attention includes the audience's expectation for appropriate structure, style or writing, content, format, discipline, or writing task.Integrates style conventions appropriate to the specific context, discipline, or writing task.Integrates style conventions appropriate to the specific context, discipline, or writing task.Includes basic conventions appropriate structure, voice, tone, and word choice meet the reader's basic expectations.Neglects to satisfy the expectations for a combination of these genre format, style, voice, tone, and word choice; genre choice may seem inappropriate for the assignment.		need for logical reasoning; supporting evidence and descriptive details relate to the overall focus and purpose of the text; relevant information, anticipated sources and data, known points of contention, and preferred are evidenced; shows sophisticated understanding of subject though a disciplinary	appropriate content, showing critical thinking about the development of ideas and inclusion of supporting details and	<i>text</i> , explores appropriate ideas, and develops relevant and	thinking about the topic; ideas are under-developed; connections between parts of the text may be misplaced, or connections between ideas and examples may not be explicitly stated, or they may be inadequately		
CONVENTIONSMastered [Capstone(4)]Accomplished [Milestones (3)]Developing [Milestones (2)]Beginning [Benchmark (1)]Missing (0)Formal and Informal rules for structure, content, presentation, formatting, and inherent in the expected genre or for the expected discipline or professionalExhibits attention to and effective integration of a specific context, discipline, or writing task; such attention includes the or professionalIntegrates style conventions appropriate to specific context, discipline, or writing task.Includes basic content, requirements for format and structure; tocice meet the reader's basic choice may seem inappropriate for the assignment.Missing (0)							
[Capstone(4)][Milestones (3)][Milestones (2)][Benchmark (1)](0)Formal and Informal rules for structure, content, presentation, formatting, and stylistic choicesExhibits attention to and effective integration of conventions appropriate to a specific context, discipline, or writing task; suchIntegrates style conventions appropriate to the specific context, discipline, or writing task.Includes basic content, and satisfies basic requirements for format and structure; voice, tone, and word choice meet the reader's basicNeglects to satisfy the expectations for a combination of these genre format and structure; writing task.(0)							
rules for structure, content, presentation, formatting, and stylistic choiceseffective integration of conventions appropriate to a specific context, discipline, or writing task; such attention includes the expected genre or for the expected discipline or writing, content, format,conventions appropriate to the specific context, discipline, or writing task.and satisfies basic requirements for format and structure; voice, tone, and word choice meet the reader's basicexpectations for a combination of these genre format and structure; format, style, voice, tone, and word choice; genre choice may seem inappropriate for the assignment.						-	
	rules for structure, content, presentation, formatting, and stylistic choices inherent in the expected genre or for the expected discipline or professional	effective integration of conventions appropriate to a specific context, discipline, or writing task; such attention includes the audience's expectation for appropriate structure, style of writing, content, format,	conventions appropriate to the specific context, discipline, or	Includes basic content, and satisfies basic requirements for format and structure; voice, tone, and word choice meet the reader's basic	expectations for a combination of these genre features: content, structure, format, style, voice, tone, and word choice; genre choice may seem inappropriate for the		

INFORMATION LITERACY: USE OF SOURCES AND						
EVIDENCE	Mastered [Capstone(4)] Sources used reflect very strong critical judgment about their relevance and quality; attribution in text and in the References reflects accuracy, and as needed, identification of any perceived biases; research is integrated in an ethically, responsible way, showing an understanding of the audience's needs, genre conventions, and preferred style of the discipline.	Accomplished [Milestones (3)] Sources used reflect some critical judgment about their relevance and quality; attribution in text and in the References reflects accuracy, and as needed, identification of any perceived biases; sources are used in an ethically, responsible way that shows an understanding of the audience's needs, genre conventions, and preferred style.	Developing [Milestones (2)] Uses appropriate sources to support the writing task and context; shows basic understanding of how to show attribution in text for summaries, paraphrases, and quotes.	Beginning [Benchmark (1)] Sources used show weak judgment about their relevance, authority, or reliability; conventions for attribution indicate a misunderstanding of how to summarize, paraphrase, and/or quote.	Missing (0)	

CONTROL OF SYNTAX,						
Mechanics, Usage						
	Mastered	Accomplished	Developing	Beginning	Missing	
	[Capstone(4)]	[Milestones (3)]	[Milestones (2)]	[Benchmark (1)]	(0)	
	Text is written in clear	Text is written in	Text generally follows	Text shows many unclear		
	sentences that reflect the	straightforward	appropriate	sentences that reflect lack		
	writer's fluency and control	language that	conventions and	of proofreading and editing;		
	over syntax, grammar,	conveys complex	communicates ideas	syntax, grammar,		
	punctuation, and spelling.	meaning; text	clearly, but errors with	punctuation, and spelling		
	The syntax suggest a mature	shows few errors	syntax, grammar,	errors impede the reader's		
	style.	with syntax,	punctuation, and	understanding of the text,		
		grammar,	spelling seem to require	or reflect an unprofessional		
		punctuation, and	the writer's further	stance. Punctuation is		
		spelling.	attention. End	faulty causing misreading.		
			punctuation for			
			sentence may be			
			correct, but internal			
			punctuation has			
			problems.			

Assignment \_\_\_\_\_

TOTAL OF RATINGS FOR EACH CRITERIA	Mastered [Capstone (4)]	Accomplished [Milestones (3)]	Developing [Milestones (2)]	Beginning [Benchmark (1)]	Missing (0)	
RHETORICAL KNOWLEDGE						
CONTENT DEVELOPMENT						
GENRE & DISCIPLINARY CONVENTIONS						
INFORMATION LITERACY: USE OF SOURCES AND EVIDENCE						
CONTROL OF SYNTAX, MECHANICS, USAGE						
TOTAL	<u>Comment:</u>	Comment:	<u>Comment:</u>	<u>Comment:</u>	<u>Comment:</u>	

Name \_\_\_\_\_\_