



Student Tips for Responding to PE Writing:

Holistic Scoring Guide:

The writing will be evaluated on its overall quality. Scorers will be reading to see how well students wrote the story. The story may or may not address the prompt. It will be scored on what the student chose to write about. Students are not being scored on reading comprehension and whether or not they followed directions or the prompt. The prompt is just provided to get them started. Scorers will strictly evaluate the quality of the writing.

In the classroom it is suggested that teachers include in the grading whether a student follows directions, and reading comprehension because it could cause students to ignore directions or go off task in the CR section where staying on task and following directions is very important.

Before beginning to score each PE, the scorer will assume the writing is a "3". As they read the piece they will determine if it stays a "3" or is better or worse than that.

Scorers keep in mind that **writers are in control** if the piece is **above a 2**. (Effective Communication)

Students are losing control with a **"2" or less**. (Less Effective Communication).

A "3" / "2" split is hard to make.

Elements that are considered:

1. Beginning, Middle and End.
2. Topic
3. Quality of Story
4. Word Choices
5. Mastery of Conventions

Also, Coherence: how ideas flow together. Grammar Usage, Mechanics and Transitions.

Use large vocabulary even if you can't spell it. Points will be gained if students show a creative and good vocabulary. Scorers will bend over backwards to figure out words (froshuse – ferocious) and consider that student is trying to write larger vocabulary words. It's a bonus for them to try larger words.

A "1" answer may have no spelling errors.

Quotes and dialogue are not necessary but if a student uses them and does so incorrectly, it will not be counted against them.

If asked to write a letter, students must get 2 of the 5 parts of a letter correctly. Salutation may be addressed to wrong person but as long as it's a salutation, it will count.

When asked to explain a story or retell what happened, "Lists" or "breakfast to bed" stories are usually considered a "2". It can be bumped up to a "3" if students would develop it.

Titles are not required.

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