

Guidance to Score Student Writing

Below are examples for how you can provide a score for student work.

Claim/Counterclaim

If your student does this	Then you should give them
Writes "I don't know" (IDK) or leaves it blank	Benchmark writing - Give the student a 1. During the year - Don't score it. Return for revision with a comment or two. Ask students if they forgot to copy over their writing or if they used the graphic organizer on step 5.
Provides a claim but is not clear or supportable.	Give the student a 2 or 3.
Provides a clear and supportable claim that restates the question but does not have a counterclaim written	If the student is in 7th grade or above, give the student a 2. Give students a 4 or 5 if their claim is strong and they're below grade 7.
Provides a clear and supportable claim that restates the question and has a counterclaim written	Give the student a 5 on claim/counterclaim.

Evidence

If your student does this	Then you should give them
Does not use evidence from the text.	Give the student a 1. Identify where students could have brought in evidence to strengthen their claim. Remind students that in this type of writing, their beliefs and perspectives are most useful in the reasoning section. Consider returning for revision or having a writing conference with students on future lessons.
Includes fewer than 3 pieces of evidence (or fewer than you requested) and they are not drawn explicitly from the text.	Give the student a 2 or 3 (depending on how appropriate the evidence is in supporting the claim). Remind students of the expectation of how much evidence they were to include. Consider returning for revision.
Has 3 pieces of evidence but it is not cited and/or drawn explicitly from the text.	Give the student a 3 or 4 (depending on how appropriate the evidence is in supporting the claim) and remind the student how to cite.
Includes 3 pieces of evidence (or the number you requested) and draws explicitly from the text, with sentence stems allowing the reader to know that the evidence is from the text.	Give the student a 5.

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Reasons and Reasoning

If your student does this	Then you should give them
Has not included reasoning.	Give the student a 1 and provide guiding questions in feedback on how to appropriately include reasoning.
Has included reasoning for only some of their points of evidence.	Give the student a 3 and annotate where else they should have included reasoning with guiding question such as “can you tell me more about why this piece of evidence fits with your claim?”
Has included reasoning for all points of evidence.	Give the student a 5.
*Depending on the organization and structure of the piece scores can be higher or lower. *Depending on whether or not the student includes reasons scores can be higher or lower.	

Conclusion

If your student does this	Then you should give them
Does not have a conclusion.	Give the student a 1, ask them to write a conclusion, and return for revision.
Includes a conclusion but it does not wrap up the argument clearly.	Give the student a 2, 3, or 4 (depending on the conclusion) but give feedback on why they received that score. This feedback may include “be specific in your conclusion so your reader recalls your positions and points)
Has a comprehensive, strong conclusion that wraps up the argument.	Give your student a 5.

Audience

If your student does this	Then you should give them
Consistently maintains a formal tone with grade level and/or discipline specific vocabulary.	Give the student a 5.
Consistently maintains a formal tone but grade level and/or discipline specific vocabulary may be missing.	Give the student a 3 or 4.
Writes in an informal tone most of the time.	Give the student a 1 or 2.

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Below are examples for how you can provide a score for student work.

<p>Has a piece of writing that does not have a clear audience in mind.</p>	<p>Ask students who their audience is for their piece of writing and what type of language or vocabulary they would use for that audience. If this should have been done before they submitted, give your student a 2. If not, then return for revision.</p>
<p>Has a clear audience through language.</p>	<p>Give your student a 5, but make sure to provide feedback as to why their language was audience-appropriate.</p>

Conventions of English

<p>If your student does this</p>	<p>Then you should give them</p>
<p>Has no errors.</p>	<p>5</p>
<p>Has a few errors.</p>	<p>4</p>
<p>Has some errors</p>	<p>2-3 (depending on the student + errors)</p>
<p>Has many errors</p>	<p>1</p>
<p>Conventions of English include many topics, so regardless of the score you give your student here, make sure that you are clearly identifying what they did well and what they need to work on. Do not focus all the feedback on spelling, grammar, or punctuation, unless it is clear that is a major part of their grade.</p>	<p>Identify one area for students to focus on. Provide feedback, return for revision, and continually support student growth. Regardless of the score, provide meaningful feedback to students.</p>