

## ICE: SCORING RUBRIC (English 10)

	INTRODUCTION	CLAIMS & EVIDENCE	ANALYSIS	REASON(S)	STYLE & VOICE
<b>5: A</b> <b>Far-Advanced</b> (98-99) (34-37)	Thesis written in an <b>adroit and highly skilled</b> manner.	-Claims and evidence <b>clearly and masterfully</b> support the thesis. -Transitions and lead-ins <b>flow seamlessly</b> into the claims and commentary.	- <b>Insightful and unique</b> analysis that directly relates to the evidence and <b>supports</b> thesis. -Claims <b>extend</b> the surface.	-Demonstrates <b>complete mastery</b> over writing conventions.	- <b>Clear and very effective</b> style. -Sophisticated diction. - <b>Far-Advanced</b> words/ strong diction. -Varied sentence structure (complex sentences) -Uses <b>descriptive</b> language. -Writing style demonstrates a <b>significant level of skill and control</b> .
<b>5: A/B</b> <b>Advanced</b> (94-96) (36-38)	Thesis written in a <b>skilled and controlled</b> manner.	-Claims and evidence <b>clearly and skillfully</b> support the thesis. -Transitions and lead-ins <b>flow seamlessly</b> into the claims and commentary.	- <b>Insightful</b> analysis directly relates to the evidence and <b>supports</b> thesis.	- <b>Flow across</b> (demonstrates <b>mastery</b> over writing conventions)	- <b>Clear and effective</b> style. - <b>Advanced</b> words/ strong diction. -Varied sentence structure -Uses <b>descriptive</b> language. -Writing style demonstrates a <b>high level of skill and control</b> .
<b>4: BC-</b> <b>Proficient</b> (89-93) (33-35)	Thesis written in a <b>clear and effective</b> manner.	-Claims and evidence <b>effectively</b> support the thesis. -Transitions and lead-ins <b>flow seamlessly</b> into the claims and commentary.	- <b>Effective</b> analysis directly relates to the evidence and <b>supports</b> thesis.	- <b>Flow across</b> (demonstrates <b>control</b> of basic writing conventions)	- <b>Clear and effective</b> style. -Strong words/terms used <b>clearly</b> . -Varied sentence structure -Writing style is <b>fluid</b> , demonstrating <b>skill and control</b> .
<b>3: CD-</b> <b>Basic</b> (84-88) (30-34)	Thesis written in a <b>simple and basic</b> manner.	-Claims and evidence <b>support</b> the thesis in a <b>simple and basic</b> way. -Transitions and lead-ins are <b>general</b> .	- <b>Simple and basic</b> analysis relates to the evidence and <b>connects</b> to the thesis.	-Includes <b>relevant</b> errors that do not interfere with understanding.	- <b>Simple or repetitive</b> word choice. -Sentence structure is <b>simple</b> or sometimes <b>awkward</b> . -May lack <b>correct</b> usage. -Some <b>repetition</b> of wording may be present.
<b>2: D-</b> <b>Below Basic</b> (81-83) (27-29)	Thesis <b>lacks</b> or <b>lacks all</b> topic.	-Claims or evidence <b>do not</b> support the thesis or are <b>absent</b> in writing. -Missing transitions, lead-ins, or <b>comprehensive</b> lead-ins.	-Summarizes text rather than <b>analyzes</b> evidence or <b>does not</b> include 2 analytical sentences per claim. -May be <b>missing</b> a "claim" in the essay.	-Numerous errors that <b>interfere</b> with understanding.	- <b>Uncontrolled or ineffective</b> . -Sentences are <b>short and choppy</b> . -Occasionally uses "I" or "you" to express opinions. - <b>Repetition</b> of words or ideas throughout essay.
<b>1: F</b> <b>Far Below Basic</b> (76-80) (23-26)	Thesis <b>written</b> <b>missing</b> or <b>off</b> -topic.	-Claims and evidence <b>do not</b> support the thesis or are <b>missing</b> . -Missing transitions, lead-ins, or <b>both</b> .	- <b>Lacks</b> or <b>no attempt</b> to include analysis. -Missing 1 or 2 claims.	-Numerous errors that <b>interfere</b> with understanding.	- <b>Inappropriate or immature</b> tone. -Lacks <b>control</b> of basic sentence structure. - <b>Consistently</b> uses "I" or "you" to express opinions.

# Six Point Writing Scale

**Kathy B. Grant, Sandra E.  
Golden, Nance S. Wilson**

## **Six Point Writing Scale:**

Summated Rating Scale Construction Paul E. Spector, 1992 The goal in surveying is to develop a rating on some attitude value or opinion a summated rating scale To help researchers construct more effective scales Spector shows how to determine the number of items necessary the number of response categories and how to validate a scale Writing Lessons Using the Multiple Intelligences Judy Story Griswold, 2002-02 Literacy Assessment and Instructional Strategies Kathy B. Grant, Sandra E. Golden, Nance S. Wilson, 2014-08-07 Literacy Assessment and Instructional Strategies by Kathy B Grant Sandra E Golden and Nance S Wilson prepares literacy educators to conduct reading and writing assessments and develop appropriate corrective literacy strategies for use with their grade K 5 students Connecting Common Core Literacy Learning Standards to effective strategies and creative activities the book includes authentic literacy assessments and formal evaluations to support reading teaching in the elementary classroom Initial chapters discuss literacy assessment and evaluation data driven instruction high stakes testing and instructional shifts in teaching reading Subsequent chapters focus on the latest instructional and assessment shifts including pre assessing literacy knowledge bases using informational texts for vocabulary development and close reading of text Written by reading practitioners and researchers this book is a must have for novices as well as for veteran classroom teachers who want to stay on top of changing literacy trends **The Simple 6: A Writing Rubric for Kids** Kay Davidson, 2009 *Handbook of Automated Essay Evaluation* Mark D. Shermis, Jill Burstein, 2013-07-18 This comprehensive interdisciplinary handbook reviews the latest methods and technologies used in automated essay evaluation AEE methods and technologies Highlights include the latest in the evaluation of performance based writing assessments and recent advances in the teaching of writing language testing cognitive psychology and computational linguistics This greatly expanded follow up to Automated Essay Scoring reflects the numerous advances that have taken place in the field since 2003 including automated essay scoring and diagnostic feedback Each chapter features a common structure including an introduction and a conclusion Ideas for diagnostic and evaluative feedback are sprinkled throughout the book Highlights of the book s coverage include The latest research on automated essay evaluation Descriptions of the major scoring engines including the E rater the Intelligent Essay Assessor the Intellimetric™ Engine c rater™ and LightSIDE Applications of the uses of the technology including a large scale system used in West Virginia A systematic framework for evaluating research and technological results Descriptions of AEE methods that can be replicated for languages other than English as seen in the example from China Chapters from key researchers in the field The book opens with an introduction to AEEs and a review of the best practices of teaching writing along with tips on the use of automated analysis in the classroom Next the book highlights the capabilities and applications of several scoring engines including the E rater the Intelligent Essay Assessor the Intellimetric™ engine c rater™ and LightSIDE Here readers will find an actual application of the use of an AEE in West Virginia psychometric issues related to AEEs such as validity

reliability and scaling and the use of automated scoring to detect reader drift grammatical errors discourse coherence quality and the impact of human rating on AEEs A review of the cognitive foundations underlying methods used in AEE is also provided The book concludes with a comparison of the various AEE systems and speculation about the future of the field in light of current educational policy Ideal for educators professionals curriculum specialists and administrators responsible for developing writing programs or distance learning curricula those who teach using AEE technologies policy makers and researchers in education writing psychometrics cognitive psychology and computational linguistics this book also serves as a reference for graduate courses on automated essay evaluation taught in education computer science language linguistics and cognitive psychology

Assessment in Emergent Literacy Khara L. Pence,2007-01-15

Building a Validity Argument for the Test of English as a Foreign LanguageTM Carol A. Chapelle,Mary K. Enright,Joan M. Jamieson,2011-04-06

The Test of English as a Foreign Language TM TOEFL is used by more universities worldwide than any other test to assess English language proficiency for academic admission and placement decisions and to guide English language instruction This landmark volume provides a detailed description and analysis of Educational Testing Service s research and development efforts to develop a major revision of the TOEFL test The result is a book that serves as a case study of test design drawing upon theory in the complex domain of English language proficiency while attempting to meet standards of educational measurement Building a Validity Argument for the Test of English as a Foreign LanguageTM is distinctive in its attempt to develop a coherent story of the rationale for a test or its revision explain the research and development process and provide the results of the validation process Through its treatment of one test it expands on and tests principles and approaches to educational measurement providing an in depth integrated perspective on the overall process of test revision Moreover because the conceptual foundation and history are presented alongside the empirical studies and validity argument these sometimes disparate areas are presented in a way that demonstrates their connections an approach which represents a departure from or extension of conventional materials on test revision This volume is particularly relevant for professionals and graduate students in educational measurement applied linguistics and second language acquisition as well as anyone interested in assessment issues

**Handbook of Research on Teaching the English Language Arts** Douglas Fisher,Diane Lapp,2023-12-22

Now in its fifth edition the Handbook of Research on Teaching the English Language Arts sponsored by the International Literacy Association and the National Council of Teachers of English remains at the forefront in bringing together prominent scholars researchers and professional leaders to offer an integrated perspective on teaching the English language arts and a comprehensive overview of research in the field Reflecting important developments since the publication of the fourth edition in 2017 this new edition is streamlined and completely restructured around big ideas in the field related to theoretical and research foundations learners in context and new literacies Addressing all the language arts within a holistic perspective speaking listening viewing language writing reading it covers new and important topics such as

online learning multimodalities culturally responsive learning and more

**Writing and Revising in Second Language Classrooms** Jing Chen, 2025-02-05 This book contributes to the field of L2 writing with a focus on instruction in revision. Theoretically, this research provides a better understanding of students' metacognitive knowledge about revision and their self-efficacy for text revision in EFL writing. Such understanding is vital to make pedagogical connections between cognitive research, self-efficacy theory, and instructional research in writing. Moreover, the designed questionnaire for data collection and analysis in this study can be employed as a diagnostic or consciousness-raising tool in the L2 writing classrooms or be used as a research tool to chart the development of students' metacognitive knowledge about revision and self-efficacy for text revision over time to contribute to this line of research. Pedagogically, this study examined the effects of the SRSD model, an approach that has shown its effectiveness in improving learners' metacognition and impacting their self-efficacy in both L1 and L2 writing in the context of revision in an EFL context. Hence, it broadens the understanding of the feasibility and effectiveness of the SRSD model.

**Practical Ideas for Teaching Writing as a Process** Carol B. Olson, 1996-02 Contains a collection of specific classroom strategies and suggestions for teaching writing to elementary school students according to an eight-stage process. Specific techniques for teaching each stage of the writing process, descriptions of proven approaches for using these techniques, and a labor of love from a large talented group of educators. Had its beginnings in the California Writing Project at the Univ of California Irvine. Best Seller. Illustrated.

**Developing and Validating an Analytic Rating Scale for Large-Scale EFL Writing Assessment** Shaoyan Zou, 2025-10-21 The debate between holistic and analytical scoring methods in second language assessment has long persisted. This book addresses the effectiveness and validity of the holistic rating scale used in China's high-stakes CET-4 College English Test Band 4 writing tests via systematic case study analysis. Using a multi-phase mixed methods research methodology, the author creates and validates a new analytical rating scale that redefines and operationalizes critical aspects of writing assessment. Through extensive empirical evidence, including rater cognition studies, expert reviews, and Rasch-based descriptor calibration, the author reveals the limitations of holistic scoring systems and demonstrates the necessity and validity of analytical methods. The author convincingly argues that this new scoring method translates to a more transparent, fair, and diagnostic model for large-scale EFL writing assessment. This book is an essential reference for researchers in applied linguistics, language assessment, and English language education. It also offers valuable insights for assessment specialists, test developers, and language policymakers seeking more effective evaluation frameworks.

**Assessing the English Language Writing of Chinese Learners of English** Liz Hamp-Lyons, Yan Jin, 2022-05-24 This book focuses on the assessment of English language writing in China mainland, the territories of Hong Kong and Macau, and Taiwan. The first part of the book describes how writing in English has been assessed in Chinese contexts in the past 25 years and how it continues to be assessed at present. The second part of the book presents reports of work such as formative classroom-based assessment, feedback-based or feedback

led approaches learning oriented assessment portfolios as well as the important issue of teacher professional development in writing assessment This two part division relates to and reflects what has been happening in writing assessment internationally in the UK from the 1940s and in the US in the past 25 years The use of English for international business communication for international political negotiations and its rapidly increasing use as a medium of instruction in some subject areas has led to a rapid increase in the numbers of Chinese L1 speakers who are learning and being assessed in English This is often done with an emphasis on reading and writing The vast majority of assessments of English language writing are done through large scale direct testing that uses simple prompts tasks and short writing samples This book explores best practices in assessing the writing in English of native speakers of Chinese *Assessing the English Language Writing of Chinese Learners of English* edited by long time experts Liz Hamp Lyons and Yan Jin clearly demonstrates the authors collective years of writing and teaching about writing assessment The book s 13 chapters written by recognized experts in assessment of Chinese speakers learning English represent a wide array of important topics written in reader friendly language and offering evidence for pedagogical practices as well as high stakes testing of writing Teachers researchers administrators of writing programs in China and test developers who seek counsel about this population need look no further than to add *Assessing the English Language Writing of Chinese Learners of English* to their reading list Deborah Crusan Wright State University USA [Great Performances](#) Larry Lewin, Betty Jean Shoemaker, 1998 This book presents an approach to developing performance assessments It begins with four steps for Info In and moves to four Info Out modes through which students can make their content understanding explicit for evaluation purposes The first chapter is an overview of performance assessment in the classroom Chapter 2 discusses the Info In model and the key processes of reading listening manipulating and viewing Chapter 3 explores the first Info Out mode visual representations Chapters 4 5 and 6 examine the three additional Info Out modes writing oral presentations and large scale substantive projects and performances The final chapter summarizes strengths and weaknesses of classroom based performance assessments An appendix contains the Oregon Writing Scoring Guide for middle school Contains 64 figures and 23 references SLD

*Master the GRE: Analytical Writing* Peterson's, 2013-05-30 Peterson s *Master the GRE 2014 Analytical Writing* is an in depth resource for preparing for the Issue Task and the Argument Task of the GRE revised General Test This ebook will first familiarize you with the Issue Task how the issue prompt is set up what you need to do with it and how the scoring process works It will then discuss the scoring rubric that is used to evaluate your essay You will review the components of a successful issue essay and work through six sample essays Following this are basic information about the argument task the type of question you ll encounter and the instructions that follow it This guide will walk through strategies that will aide you in crafting a successful response The review will end with a sample argument task and six responses complete with analyses based on the official scoring rubric [Master the GRE 2015: Analytical Writing](#) Peterson's, 2014-04-22 Peterson s *Master*

the GRE 2015 Analytical Writing is an in depth resource for preparing for the Issue Task and the Argument Task of the GRE revised General Test This section will familiarize you with the Issue Task how the Issue Prompt is set up what you need to do with it and how the scoring process works It includes a discussion of the scoring rubric that is used to evaluate your essay You will review the components of a successful issue essay and work through six sample essays Also included are basic information about the argument task the type of question you ll encounter and the instructions that follow it This eBook will walk through strategies that will aide you in crafting a successful response The review ends with a sample argument task including six responses and complete analyses based on the official scoring rubric This eBook is a breakout section containing selected content from Peterson s Master the GRE 2015 For further GRE test preparation the complete eBook and other breakout sections are also available

### **Student and Teacher Writing Motivational Beliefs** Steve Graham, Gary A. Troia, Gustaf Bernhard Uno Skar, 2024-06-21

The study of students motivational beliefs about writing and how such beliefs influence writing has increased since the publication of John Hays 1996 model of writing This model emphasized that writers motivational beliefs influence how and what they write Likewise increased attention has been devoted in recent years to how teachers motivational beliefs about writing especially their efficacy to teach writing impact how writing is taught and how students progress as writers As a result there is a need to bring together in a Research Topic studies that examine the role and influence of writing beliefs Historically the psychological study of writing has focused on what students write or the processes they apply when writing Equally important but investigated less often are studies examining how writing is taught and how teachers efforts contribute to students writing What has been less prominent in the psychological study of writing are the underlying motivational beliefs that drive or inhibit students writing or serve as catalysts for teachers actions in the classroom when teaching writing This Research Topic will bring together studies that examine both students and teachers motivational beliefs about teaching writing This will include studies examining the operation of such beliefs how they develop cognitive and affective correlates how writing motivational beliefs can be fostered and how they are related to students writing achievement By focusing on both students and teachers beliefs the Research Topic will provide a more nuanced and broader picture of the role of motivation beliefs in writing and writing instruction This Research Topic includes papers that address students motivational beliefs about writing teachers motivational beliefs about writing or teaching writing Students motivational beliefs about writing include beliefs about the value and utility of writing writing competence attitudes toward writing goal orientation motives for writing identity epistemological underpinnings writing and attributions for success failure as examples Teacher motivational include these same judgements as well as beliefs about their preparation and their students competence and progress as writers to provide additional examples This Research Topic is interested in papers that examine how such beliefs operate develop are related to other cognitive and affective variables how they are impacted by instruction and how they are related to students writing performance Submitted studies can include original research both

quantitative qualitative or mixed methods meta analysis and reviews of the literature

**A Program Development Handbook for the Holistic Assessment of Writing** Norbert Elliot, Maximino Plata, Paul F. Zelhart, 1990 This book is a major breakthrough for developers of writing assessment programs who must certify the writing competency of undergraduate students Legislators and accreditation boards across the nation have called for and implemented large scale projects to measure educational outcomes This single source provides comprehensive information on the history underlying concepts and process of conducting a large scale writing assessment program at a specific institution of higher education The handbook opens with an analysis of the rationale for the assessment of writing during the junior year of the undergraduate curriculum The authors then turn to a case study of the success of their own institutional wide assessment program A history is provided of 20th century writing assessment practices as well attention is given to defining levels of literacy After describing an assessment process model discussion turns to the design of questions the administration of the assessment the rating of papers and the statistical analysis of data Attention is also given to the design of a course for those who are unsuccessful on the assessment The study closes with directions for further research and over 200 references in the bibliography

*Ecologies of Writing Programs* Mary Jo Reiff, Anis Bawarshi, 2015-04-15 *Ecologies of Writing Programs Profiles of Writing Programs in Context* features profiles of exemplary and innovative writing programs across varied institutions Situated within an ecological framework the book explores the dynamic inter relationships as well as the complex rhetorical and material conditions that writing programs inhabit conditions and relationships that are constantly in flux as writing program administrators negotiate constraint and innovation

*Writing a Built Environment Dissertation* Peter Farrell, 2011-01-13 As a built environment student you are likely to be required to research write and submit a dissertation as a core component of your degree studies As a vocational profession students of the built environment often have strong practical aspirations *Writing a Built Environment Dissertation* provides practical guidance and will help to steer you into a position where you can develop a good dissertation by mixing your practical strengths with more theoretical tools The book is ordered around a common dissertation structure that is it starts with material that should be in the introduction and finishes with material that should be in the conclusion Each chapter provides a commentary on the kind of information that you should put in each chapter of your dissertation supported by a variety of examples using a range of methodological designs The book has a strong focus on data collection data analysis reliability and validity all areas where student dissertations are often weak Material that will help you think about study skills and ethics is embedded throughout the book and the chapters on qualitative and quantitative analysis will show you how to carry out a rigorous analysis while avoiding some of the complexity in statistical work If you are an undergraduate student in the final year of an honours degree programme in the built environment or perhaps a student at masters or PhD level and have been away from academic study for some time then this book will help you to write a more innovative and thorough dissertation

*Experiment and Tradition in Primary Schools*



D.E.M. Gardner,2021-09-30 First published in 1966 Experiment and Tradition in Primary Schools was written to provide an account of the author s pioneering study of the attainment of young children in schools where the curriculum was shaped by their spontaneous interests The book describes the findings of Gardner s work and assesses them in detail It will have lasting relevance for those with an interest in the history of education and the development of education in infant and junior schools

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