PENNSYLVANIA WRITING ASSESSMENT DOMAIN SCORING GUIDE

FOCUS	CONTENT	ORGANIZATION	STYLE	CONVENTIONS
The single controlling point made with an awareness of task about a specific topic.	The presence of ideas developed through facts, examples, anecdotes, details, opinions, statistics, reasons, and/or explanations.	The order developed and sustained within and across paragraphs using transitional devices and including introduction and conclusion.	The choice, use and arrangement of words and sentence structures that create tone and voice.	Grammar, mechanics, spelling, usage and sentence formation.

	FOCUS	CONTENT	ORGANIZATION	STYLE	CONVENTIONS
4	Sharp, distinct controlling point made about a single topic with evident awareness of task.	Substantial, specific, and/or illustrative content demonstrating strong development and sophisticated ideas.	Sophisticated arrangement of content with evident and/or subtle transitions.	Precise, illustrative use of a variety of words and sentence structures to create consistent writer's voice and tone appropriate to audience.	Evident control of grammar, mechanics, spelling, usage and sentence formation.
3	Apparent point made about a single topic with sufficient awareness of task.	Sufficiently developed content with adequate elaboration or explanation.	Functional arrangement of content that sustains a logical order with some evidence of transitions.	Generic use of a variety of words and sentence structures that may or may not create writer's voice and tone appropriate to audience.	Sufficient control of grammar, mechanics, spelling, usage and sentence formation.
2	No apparent point but evidence of a specific topic.	Limited content with inadequate elaboration or explanation.	Confused or inconsistent arrangement of content with or without attempts at transition.	Limited word choice and control of sentence structures that inhibit voice and tone.	Limited control of grammar, mechanics, spelling, usage and sentence formation.
1	Minimal evidence of a topic.	Superficial and/or minimal content.	Minimal control of content arrangement.	Minimal variety in word choice and minimal control of sentence structures.	Minimal control of grammar, mechanics, spelling, usage and sentence formation.

Prewriting - /5 **Draft- /5** **Visible Revisions- /5** **Typed Final Draft- /5**

Total Score- /40

Pennsylvania Writing Assessment Domain Scoring Guide

WJ Hussar

Pennsylvania Writing Assessment Domain Scoring Guide:

Ready-To-Use Writing Proficiency Lessons and Activities Carol H. Behrman,2003-12-29 An experienced teacher and author Carol Behrman helps students develop the sound foundation they need to become proficient writers throughout their lives Included are a variety of easy to use reproducible activity sheets to provide review and application of basic language skills as well as extensive practice in producing the types of writing called for in standardized tests The steps of the writing process are emphasized throughout Each set of activities is accompanied by detailed lesson plans and suggestions to the teacher for presenting and implementing the skills and concepts being addressed Each section is followed by a practice test focusing on the concepts and skills covered in the section plus answer keys and scoring guides with writing samples These practical tests will help students prepare for the types of questions they will be asked on actual tests **Resources in Education** ,2001-10 **Pennsylvania Educational Leadership** ,2003 *Media in Foreign Language Teaching and Learning* Wai Meng Chan,Kwee Nyet Chin,Masanori Nagami,Titima Suthiwan,2011-10-27 While educators and educational psychologists debate the influence of media on learning there can be little doubt that media is now an integral constituent of any educational context In particular computer and internet media with their immense processing power and multimedia capabilities can have significant bearing on learning processes and outcomes in today s learning environment Such media which are increasingly designed to be highly interactive and adaptable can enable reflective productive and communicative activities and have much potential for foreign language learning The book contains 16 papers which look at different forms of media and explore how these affect or can be used effectively in foreign language education The first of three parts focuses on important theoretical and pedagogical issues in selecting and using media In the second part insightful empirical research findings are presented on the contributions of different forms of media in language teaching and learning including their effect on learners learning motivation The third and concluding part of the book provides in depth accounts of how media can be harnessed to drive innovative curricular practice as well as students evaluations of these curricular projects *Writing on Demand* Anne Ruggles Gere,Leila Christenbury,Kelly Sassi,2005 In Writing on Demand you ll discover how to help your students gain the valuable skills they need to succeed on the essay portions of the SAT ACT Advanced Placement and other exams and to help them develop as writers **The Oral History Project** Diane Skiffington Dickson,2006 The Oral History Project is a publication whose time has come At a time when fill in the blank exercises short answer assessments and left brain thinking is the vogue The Oral History Project says Wait a minute what about long thinking and right brain activity Can there be anything more valuable than that Donald H Graves You ve heard Buy local and Think global act local Now here s a stirring take on the idea for classroom teachers Learn local With the Oral History Project you can help your students do just that interviewing members of the surrounding community and creating a final project that combines crucial reading writing speaking questioning and listening skills into a powerful literacy based learning experience The Oral History Project is a

complete guide to a proven effective oral history project that will motivate and engage your students connect them to their community and teach them valuable lifelong skills Your kids will sharpen their language arts abilities and uncover new competencies as they select an interviewee and compose questions that generate great stories build background knowledge on their subject s life through traditional and Web based research methods find primary sources and artifacts to build connections between interviewer and interviewee conduct the interview write a feature article that documents and shares the subject s oral history write a personal memoir from the person s point of view assemble all the parts into a cohesive oral and visual presentation create an original piece of research In addition The Oral History Project includes a CD that can be used by individual teachers or staff developers to become familiar with the essential components of the project It demonstrates how this multidimensional learning experience works in the classroom and also contains sample projects from the authors home state and communities Immerse your students in the curriculum and the community in an exciting new way Read The Oral History Project and find out why the time has come to Learn local Resources in Education ,1993

AAESPH Review American Association for the Education of the Severely/Profoundly Handicapped,1977 **Research in Education** ,1973 Journal of Engineering Education ,2007 **Current Index to Journals in Education** ,1979 **ERIC Educational Documents Index** Educational Resources Information Center (U.S.),1966 A subject author institution index which provides titles and accession numbers to the document and report literature that was announced in the monthly issues of Resources in education earlier called Research in education *ERIC Educational Documents Index, 1966-69: Minor descriptors and author index* ,1970 *Writing Assessment Handbook* Pennsylvania. Department of Education. Division of Evaluation and Reports,Pennsylvania. Department of Education. Office of Elementary and Secondary Education,1997

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In a global inundated with monitors and the cacophony of fast connection, the profound energy and emotional resonance of verbal art frequently diminish in to obscurity, eclipsed by the constant onslaught of noise and distractions. However, located within the musical pages of **Pennsylvania Writing Assessment Domain Scoring Guide**, a charming function of fictional brilliance that impulses with natural emotions, lies an unique journey waiting to be embarked upon. Written with a virtuoso wordsmith, that magical opus manuals readers on an emotional odyssey, softly revealing the latent possible and profound impact embedded within the intricate internet of language. Within the heart-wrenching expanse of the evocative evaluation, we shall embark upon an introspective exploration of the book is central themes, dissect its interesting writing type, and immerse ourselves in the indelible impact it leaves upon the depths of readers souls.

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