

## **5<sup>th</sup> grade Integrated Reading/Writing SOL**

Students will read a passage, answer a short set of multiple-choice questions about the passage, and then compose a written response related to the passage. There will be a prompt for the writing that is presented in the form of a question, issue, or hypothetical situation. Students are encouraged to use the passage and/or their experiences in their response. The experience might be a personal event, or something they have learned, watched, heard, or read about in another context.

Scoring of the writing prompt is done by several readers who give 2 scores to the response. One score is given in the category of Composing/Written Expression and the other score is given for Usage/Mechanics. These domains of writing are explained more below and in the following rubrics.

### **Composing/Written Expression**

The COMPOSING/WRITTEN EXPRESSION domain includes the focusing, elaborating, and structuring that a writer does to construct a unified and effective message for a reader. The writer crafts a message for the reader by focusing on a clear position, providing elaboration, and organizing ideas in a unified, logical manner. The writer also affects the reader through the vividness, specificity, and rhythm of the piece and through the writer's attitude and presence.

#### **Features:**

- Central idea
- Organization
- Unity
- Elaboration
- Details
- Style
- Word choice

### **Usage and Mechanics**

The USAGE AND MECHANICS domain comprises the writer's ability to form competent sentences that are appropriate for the grade level. It also comprises the use of word-level features that cause written language to be acceptable and effective for standard discourse.

#### **Features:**

- Sentence formation
- Capitalization
- Spelling
- Punctuation
- Formatting

### **What role does the length of a response play in writing assessments?**

The length in and of itself is not a factor in scoring student responses. Rather, the concern is how complete the piece of writing is based on the criteria the prompt and rubrics set forth. Sometimes very concise pieces of writing score higher than responses that are long and rambling.

**Composing/Written Expression Rubric**

<p><b>Score Point 4 (2017)</b></p>	<p><b>The writer demonstrates consistent, though not necessarily perfect, control* of the Composing/Written Expression domain's features.</b></p> <p>The writing at this score point level:</p> <ul style="list-style-type: none"><li>• Demonstrates clear, consistent focus on a central idea and addresses intended audience and purpose.</li><li>• Fully organizes ideas in a logical manner, consistently clarifying the relationship between ideas or events connected to the central idea or theme.</li><li>• Exhibits unity by having few if any digressions, using topic sentences and/or transitions to connect ideas or events, and having an effective introduction and conclusion.</li><li>• Fully develops and elaborates the central idea, plot and narrative elements, or theme by providing highly relevant or descriptive details.</li><li>• Includes sentences of various lengths and structures, demonstrating author's style.</li><li>• Uses highly specific word choice, descriptive language, and selected information, creating an appropriate tone and enhancing the writer's voice.</li></ul>
<p><b>Score Point 3 (2017)</b></p>	<p><b>The writer demonstrates reasonable, but not consistent, control of the Composing/Written Expression domain's features.</b> The writer may control some features of the domain more than others.</p> <p>The writing at this score point level:</p> <ul style="list-style-type: none"><li>• Demonstrates a consistent focus on a central idea and attempts to address intended audience and purpose.</li><li>• Organizes ideas in a logical manner, clarifying the relationship between ideas or events as they connect to the central idea or theme.</li><li>• Exhibits unity by using topic sentences and/or some transitions to connect ideas or events and having evidence of an introduction and conclusion.</li><li>• Elaborates the central idea, plot and narrative elements, or theme by providing relevant or descriptive details.</li><li>• Includes some sentences of various lengths and structures, providing evidence of author's style.</li><li>• Uses specific word choice, descriptive language, and selected information, demonstrating some evidence of tone and writer's voice.</li></ul>
<p><b>Score Point 2 (2017)</b></p>	<p><b>The writer demonstrates inconsistent control of several of the Composing/Written Expression domain's features, indicating significant weakness.</b></p> <p>The writing at this score point level:</p> <ul style="list-style-type: none"><li>• Demonstrates inconsistent focus on a central idea, with limited awareness of audience and purpose.</li><li>• Organizes ideas inconsistently, with limited evidence of relationships between ideas or events and the connection to the central idea or theme.</li><li>• Exhibits limited unity due to inconsistent use of topic sentences or transitions to connect ideas and a weak introduction or conclusion.</li><li>• Provides limited elaboration of the central idea, plot and narrative elements, or theme by listing or repeating mostly relevant details.</li></ul>

	<ul style="list-style-type: none"> <li>• Contains limited use of variety in sentence lengths and structures, with some inconsistent attempts at author's style.</li> <li>• Contains limited word choice, descriptive language, and selected information, resulting in an inconsistent tone and writer's voice.</li> </ul>
<p><b>Score Point 1 (2017)</b></p>	<p><b>The writer demonstrates little or no control of most of the Composing/Written Expression domain's features.</b></p> <p>The writing at this score point level:</p> <ul style="list-style-type: none"> <li>• Demonstrates little or no focus on a central idea and lacks awareness of audience and purpose.</li> <li>• Exhibits limited or no organization, listing ideas generally disconnected from the central idea or theme.</li> <li>• Exhibits little or no unity due to the lack of topic sentences or transitions to connect ideas or events, with a disconnected or absent introduction and conclusion.</li> <li>• Provides little or no elaboration of a central idea or plot.</li> <li>• Contains sentences of repetitive or unvaried lengths and structures.</li> <li>• Contains little or no specific word choice, descriptive language, or selected information, resulting in limited or absent tone and voice.</li> </ul>

*Usage/Mechanics Rubric*

<b>Score Point</b> 4 (2017)	<b>The writer demonstrates consistent, though not necessarily perfect, control of the Usage and Mechanics domain's features.</b> The writing at this score point level: <ul style="list-style-type: none"><li>• Exhibits consistent control of sentence formation, avoiding fragments and run-ons.</li><li>• Exhibits consistent control of standard usage.</li><li>• Exhibits consistent control of mechanics, including punctuation, capitalization, formatting, and spelling.</li></ul>
<b>Score Point</b> 3 (2017)	<b>The writer demonstrates reasonable, though not necessarily consistent, control of the Usage and Mechanics domain's features.</b> The writer exhibits control that outweighs occasional errors present in the paper. The writing at this score point level: <ul style="list-style-type: none"><li>• Exhibits reasonable control of sentence formation, avoiding fragments and run-ons.</li><li>• Exhibits reasonable control of standard usage.</li><li>• Exhibits reasonable control of mechanics, including punctuation, capitalization, formatting, and spelling.</li></ul>
<b>Score Point</b> 2 (2017)	<b>The writer demonstrates inconsistent control of several of the Usage and Mechanics domain's features.</b> Evidence of the writer's knowledge of the domain appears alongside frequent errors. The density and variety of errors outweigh the control present in the paper. The writing at this score point level: <ul style="list-style-type: none"><li>• Exhibits inconsistent control of sentence formation, including fragments and run-ons.</li><li>• Exhibits inconsistent control of standard usage.</li><li>• Exhibits inconsistent control of mechanics, including punctuation, capitalization, formatting, and spelling.</li></ul>
<b>Score Point</b> 1 (2017)	<b>The writer demonstrates little or no control of most of the Usage and Mechanics domain's features.</b> Frequent and severe errors in usage and mechanics distract the reader and make the writing hard to understand. Even when meaning is not significantly affected, the density and variety of errors overwhelm the performance and keep it from meeting minimum standards of competence. The writing at this score point level: <ul style="list-style-type: none"><li>• Exhibits little or no control of sentence formation, including fragments and run-ons.</li><li>• Exhibits little or no control of standard usage.</li><li>• Exhibits little or no control of mechanics, including punctuation, capitalization, formatting, and spelling.</li></ul>

\* Control is the ability to use a given feature of written language effectively at the appropriate grade level. A paper receives a higher score to the extent that it demonstrates increasing control of the features in each domain.