

KEYSTONE CONVENTIONS SCORING GUIDELINES

Scoring Domain	Score Point 4 At this score point, the writer—	Score Point 3 At this score point, the writer—	Score Point 2 At this score point, the writer—	Score Point 1 At this score point, the writer—	Score Point 0 At this score point, the writer—
Grammar and Usage	demonstrates command of standard English grammar and usage	demonstrates control of standard English grammar and usage	demonstrates limited or inconsistent control of standard English grammar and usage	demonstrates minimal control of standard English grammar and usage	demonstrates little or no control of standard English grammar and usage
Mechanics	demonstrates command of standard English capitalization, punctuation, and spelling	demonstrates control of standard English capitalization, punctuation, and spelling	demonstrates limited or inconsistent control of standard English capitalization, punctuation, and spelling	demonstrates minimal control of standard English capitalization, punctuation, and spelling	demonstrates little or no control of standard English capitalization, punctuation, and spelling
Sentence Formation	demonstrates command of sentence formation	demonstrates control of sentence formation	demonstrates limited or inconsistent control of sentence formation	demonstrates minimal control of sentence formation	demonstrates little or no control of sentence formation
Summation	At this score point, the writer makes few errors, and errors do not interfere with reader understanding.	At this score point, the writer makes few errors, and errors seldom interfere with reader understanding.	At this score point, the writer makes errors, and errors may interfere with reader understanding.	At this score point, the writer makes errors, and errors often interfere with reader understanding.	At this score point, the writer makes errors, and errors consistently interfere with reader understanding.

KEYSTONE INFORMATIVE/EXPLANATORY SCORING GUIDELINES

Scoring Domain	Score Point 4 At this score point, the writer—	Score Point 3 At this score point, the writer—	Score Point 2 At this score point, the writer—	Score Point 1 At this score point, the writer—	Score Point 0 At this score point, the writer—
Thesis/Focus	<ul style="list-style-type: none"> establishes and sustains a precise controlling idea/thesis displays a clear understanding of task, purpose, and audience 	<ul style="list-style-type: none"> establishes a controlling idea/thesis displays an understanding of task, purpose, and audience 	<ul style="list-style-type: none"> provides an inconsistent idea/thesis displays an inadequate understanding of task, purpose, and audience 	<ul style="list-style-type: none"> provides a vague or indistinct controlling idea displays a limited understanding of task, purpose, and audience 	<ul style="list-style-type: none"> provides no evidence of a controlling idea/thesis displays no understanding of task, purpose, and audience does not respond to prompt
Organization	<ul style="list-style-type: none"> chooses sophisticated organizational strategies appropriate for task, purpose, and audience includes a clear and well-defined introduction, body, and conclusion 	<ul style="list-style-type: none"> chooses appropriate organizational strategies for task, purpose, and audience includes a clear introduction, body, and conclusion 	<ul style="list-style-type: none"> displays little evidence of organizational strategies may not include an introduction, body, and conclusion 	<ul style="list-style-type: none"> displays little to no evidence of organizational strategies may not include an identifiable introduction, body, and conclusion 	<ul style="list-style-type: none"> displays no evidence of organizational strategies does not include an identifiable introduction, body, and conclusion does not respond to prompt
Content	<ul style="list-style-type: none"> provides relevant content and specific and effective supporting details that demonstrate a clear understanding of purpose uses sophisticated transitional words, phrases, and clauses to link ideas and create cohesion 	<ul style="list-style-type: none"> provides relevant content and effective supporting details uses transitional words, phrases, and clauses to link ideas 	<ul style="list-style-type: none"> provides insufficient content and ineffective supporting details may use simplistic and/or illogical transitional expressions 	<ul style="list-style-type: none"> provides minimal content uses few or no transitional expressions to link ideas 	<ul style="list-style-type: none"> provides little to no content does not use transitional expressions to link ideas does not respond to prompt
Style	<ul style="list-style-type: none"> uses consistently precise language and a wide variety of sentence structures chooses an effective style and tone and maintains a consistent point of view 	<ul style="list-style-type: none"> uses precise language and a variety of sentence structures chooses an appropriate style, tone, and point of view 	<ul style="list-style-type: none"> uses imprecise language and a limited variety of sentence structures may choose an inappropriate style or tone and may shift point of view 	<ul style="list-style-type: none"> uses simplistic or repetitive language and limited sentence structures demonstrates little or no understanding of style, tone, or point of view 	<ul style="list-style-type: none"> uses simplistic, repetitive language and one type of sentence structure demonstrates no understanding of style, tone, or point of view does not respond to prompt