

Scoring Guide for CCFLT Essay Contest

Adapted from 6+1 Traits™ of Analytical Writing Assessment Scoring Guide (Rubric), Northwest Regional Educational Laboratory

	Strong	Developing	Not yet	Student's Assessment
Ideas and Content (Development)	This paper is clear and focused. It holds the reader's attention. Relevant anecdotes and details enrich the central theme.	The writer is beginning to define the topic, even though development is still basic or general.	As yet, the paper has no clear sense of purpose or central theme. To extract meaning from the text, the reader must make inferences based on sketchy or missing details.	S D NY
Organization	The organization enhances and showcases the central idea or theme. The order, structure, or presentation of information is compelling and moves the reader through the text.	The organizational structure is strong enough to move the reader through the text without too much confusion.	The writing lacks a clear sense of direction. Ideas, details, or events seem strung together in a loose or random fashion; there is no identifiable internal structure.	S D NY
Voice	The writer speaks directly to the reader in a way that is individual, compelling and engaging. The writer crafts the writing with an awareness and respect for the audience and the purpose for writing.	The writer seems sincere but not fully engaged or involved. The result is pleasant or even personable, but not compelling.	The writer seems indifferent, uninvolved, or distanced from the topic and/or the audience.	S D NY
Word Choice	Words convey the intended message in a precise, interesting, and natural way. The words are powerful and engaging.	The language is functional, even if it lacks much energy. It is easy to figure out the writer's meaning on a general level.	The writer demonstrates a limited vocabulary or has not searched for words to convey specific meaning	S D NY
Sentence Fluency	The writing has an easy flow, rhythm, and cadence. Sentences are well built, with strong and varied structure that invites expressive oral reading.	The text hums along with a steady beat, but tends to be more pleasant or businesslike than musical, more mechanical than fluid.	The reader has to practice quite a bit in order to give this paper a fair interpretive reading. Sentences are choppy, incomplete, rambling, or awkward.	S D NY
Conventions	The writer demonstrates a good grasp of standard writing conventions (e.g., spelling, punctuation, capitalization, grammar, usage, paragraphing) and uses conventions effectively to enhance readability. Errors tend to be so few that just minor touch-ups would get this piece ready to publish.	The writer shows reasonable control over a limited range of standard writing conventions. Conventions are sometimes handled well and enhance readability; at other times, errors are distracting and impair readability.	Errors in spelling, punctuation, capitalization, usage, and grammar and/or paragraphing repeatedly distract the reader and make the text difficult to read.	S D NY
Presentation	The form and presentation of the text enhances the ability for the reader to understand and connect with the message. It is pleasing to the eye.	The writer's message is understandable in this format.	The reader receives a garbled message due to problems relating to the presentation of the text.	S D NY