OREGON DEPARTMENT OF EDUCATION

Essential Skills

Writing Work Sample Scoring/Feedback Form

High School: Use with Oregon's Official Writing Scoring Guide.

Student Name:	Freshman Year:
Task Title: : _____ _____ Expository _____Narrative _____Persuasive Standards Addressed:	Rater: Date: Aligned to Standards: Yes/No Meets at "4" level or above on all required Process Dimensions: Yes/No
Bullets describe a score of 4. Checked boxes indicate areas that meet the standard. Empty boxes indicate areas that need improvement. Raters may mark the boxes and circle specific words. No other feedback beyond the Official Scoring Guide may be provided.	

IDEAS AND CONTENT **1 2 3 4 5 6**

The student responses show:

- ❑ The purpose is clear.
- ❑ Main ideas are focused and easy to understand.
- ❑ There are enough specific details.
- ❑ Details are focused and related to the main ideas.
- ❑ If outside sources are used, they are credible; information is accurate.

ORGANIZATION **1 2 3 4 5 6**

The student responses show:

- ❑ The introduction is developed.
- ❑ The ending is developed.
- ❑ Transitions work.
- ❑ The writing is easy to follow.
- ❑ There are paragraph breaks.

SENTENCE FLUENCY **1 2 3 4 5 6**

The student responses show:

- ❑ The writing is fairly easy to read aloud.
- ❑ There is a natural flow of language.
- ❑ Sentence structures have some variety.
- ❑ Sentences begin in different ways.
- ❑ Sentence lengths have some variety.

CONVENTIONS **1 2 3 4 5 6**

The student responses show:

- ❑ End-of-sentence punctuation is correct (few or no run-ons, fragments, comma splices).
- ❑ Spelling of everyday words is correct.
- ❑ If used, dialogue is punctuated / paragraphed correctly.

- ❑ Grammar is correct (e.g., verb tense, subject-verb agreement, point of view).
- ❑ Capitalization is correct.

Rater ID Number, Initials, or Name: _____

VOICE (*Not required for diploma***)** **1 2 3 4 5 6**

The student responses show:

- ❑ Voice is appropriate for the assignment.

WORD CHOICE (*Not required for diploma***)** **1 2 3 4 5 6**

The student responses show:

- ❑ Words have some variety and are functional.