

Writing to Inspire or Advise – Scoring Sheet

Student Name: _____

Place a score (1-4) in each row corresponding to the student's college readiness level.

Exceeding College Ready (4): Substantially exceeds the performance expectations**College Ready (3):** Shows proficiency in all of the performance expectations**Approaching College Ready (2):** Meets only some of the performance expectations**Initiating College Ready (1):** Does not yet meet the performance expectations

KEY COGNITIVE SKILLS	Student's Self-Assessment	Instructor's Score
Intellectual Curiosity (engages in scholarly inquiry and dialogue; accepts constructive criticism and revises personal views when evidence warrants)		
Academic Behaviors (self-monitors learning needs and seeks assistance when needed strives for accuracy and precision; perseveres to complete and master tasks)		
Work Habits (works independently; works collaboratively)		
FOUNDATIONAL SKILLS	Student's Self-Assessment	Instructor's Score
Reading Across the Curriculum (identifies the intended purpose and audience of the text)		
Writing Across the Curriculum (writes clearly and coherently using standard writing conventions; composes and revises drafts)		
Technology (uses technology to gather information)		
ENGLISH LANGUAGE ARTS STANDARDS	Student's Self-Assessment	Instructor's Score
Writing (develops effective rhetorical techniques; generates ideas and gathers information relevant to the topic and purpose; evaluates relevance, quality, sufficiency, and depth of sources; formulates a thesis; composes drafts to refine key ideas, organize them more logically, fluidly; uses language precisely and effectively; edits writing for proper voice, tense, syntax)		
Reading (identifies and analyzes the audience, purpose, and message of an informational or persuasive text)		

**See reverse for
comments.**

Score	College Readiness Level
28-32	Exceeding College Ready
24-27	College Ready
12-23	Approaching College Ready
0-11	Initiating College Ready

Total Score: _____

Grade: _____

See Scoring Guide for grade conversion chart.

Writing to Inspire or Advise – Scoring Guide

Note: The letters and numbers of the skills below refer to their designation in the College and Career Readiness Standards.

KEY COGNITIVE SKILLS

A. Intellectual Curiosity

1. Engage in scholarly inquiry and dialogue.

College Ready Description: Student conducts a sufficient investigation of open letters and identifies effective approaches to conveying a message.

Evidence for Scoring: In group discussions, student cites examples of techniques writers use to craft effective messages.

2. Accept constructive criticism and revise personal views when valid evidence warrants.

College Ready Description: Student carefully examines alternative points of view, taking different roles to defend, oppose, and remain neutral on issues, as appropriate. Student accepts constructive critiques of letter and effectively incorporates suggestions during the drafting process.

Evidence for Scoring: Student submits final draft of letter that incorporates suggestions from peers.

D. Academic Behaviors

1. Self-monitor learning needs and seek assistance when needed.

College Ready Description: Student carefully follows project directions, breaks down component tasks, knows when to seek assistance, stays on task with minimal supervision, and completes letter on time and thoroughly.

Evidence for Scoring: Student stays on task during unit, and final letter is successful.

3. Strive for accuracy and precision.

College Ready Description: Student accurately cites examples of techniques writers use to craft effective messages.

Evidence for Scoring: Student's final letter uses precise language and avoids vague or generic language.

4. Persevere to complete and master tasks.

College Ready Description: Student submits final work that reflects the tenets of an effective advice letter.

Evidence for Scoring: Students notes and drafts include observations made during group discussions, drafting, revising and editing based on feedback from classmates.

E. Work Habits

1. Work independently.

College Ready Description: Student locates effective letters during research, takes notes on findings to prepare for discussion, and completes a final draft.

Evidence for Scoring: Student annotates letters to prepare for discussion and completes a final draft.

2. Work collaboratively.

College Ready Description: Student engages productively in group discussions and peer reviews.

Evidence for Scoring: Student references comments made by classmates when adding to discussion.

FOUNDATIONAL SKILLS**A. Reading Across the Curriculum****3. Identify the intended purpose and audience of the text.**

College Ready Description: Student submits summaries that accurately identify each letter’s purpose based on the content, organization, and tone of the text.

Evidence for Scoring: Student clearly explains how the language of an effective letter targets the intended audience and advances the letter’s purpose.

B. Writing Across the Curriculum**1. Write clearly and coherently using standard writing conventions.**

College Ready Description: Student writes a letter that clearly articulates a message and includes relevant supporting details and examples. Student appropriately structures letter in accordance with standard letter writing conventions and uses proper grammar, mechanics, punctuation, and spelling.

Evidence for Scoring: Student revises final letter to strengthen content; student edits for proper grammar, mechanics, punctuation, and spelling.

3. Compose and revise drafts.

College Ready Description: Student submits a final letter that is organized in a manner that effectively supports the intended message.

Evidence for Scoring: Student revises final letter to address issues raised in instructor critique.

E. Technology**1. Use technology to gather information.**

College Ready Description: Student uses the Internet to locate three open letters that convey effective messages.

Evidence for Scoring: Student prints three letters and annotates them to point out why they are persuasive.

ENGLISH LANGUAGE ARTS STANDARDS**I. Writing****A.1, 2, 3, 4, 5. Compose a variety of texts that demonstrate clear focus, the logical development of ideas in well-organized paragraphs, and the use of appropriate language that advances the author’s purpose.**

College Ready Description: Student determines effective approaches, forms, and rhetorical techniques that demonstrate understanding of the writer’s purpose and audience. Student generates ideas and gathers information relevant to the topic and purpose, keeping careful records of outside sources. Student

evaluates relevance, quality, sufficiency, and depth of preliminary ideas and information, organizes material generated, and formulates a thesis. Student recognizes the importance of revision as the key to effective writing; each draft should refine key ideas and organize them more logically and fluidly, use language more precisely and effectively, and draw the reader to the author’s purpose. Student edits writing for proper voice, tense, and syntax, assuring that it conforms to standard English, when appropriate.

Evidence for Scoring: Student’s final letter, earlier draft, and notes from the conference demonstrate the benefits of strategic research and engagement with the writing process. The letter contains a clear message, purpose, and audience, and these elements work together effectively to achieve the student’s goals. The drafts and notes illustrate the student’s revisions to improve fluidity, voice, and grammar.

II. Reading

A.9. Locate explicit textual information, draw complex inferences, and analyze and evaluate the information within and across texts of varying lengths.

College Ready Description: Student identifies and analyzes the audience, purpose, and message of an informational or persuasive text.

Evidence for Scoring: When reading the letters, student draws on textual and contextual information to identify each writer’s audience, purpose, and message of the text and to analyze how well these elements work together.

Writing to Inspire or Advise – Scoring Instructions

Place a score (1-4) in each row of the scoring sheet corresponding to the student's college readiness level.

Exceeding College Ready (4): Substantially exceeds the performance expectations

College Ready (3): Shows proficiency in all of the performance expectations

Approaching College Ready (2): Meets only some of the performance expectations

Initiating College Ready (1): Does not yet meet the performance expectations

Suggested Grade Conversion:

This chart reflects equal weight given to each skill. As key cognitive skills, foundational skills, and discipline content knowledge are all important elements of college readiness, we recommend this grading approach. However, you may certainly choose to implement different weights to particular scales and assign a grade at your discretion.

Score	Grade		Score	Grade		Score	Grade		Score	Grade
32	100		25	87.5		18	78		11	68
31	99		24	85		17	76.5		10	66
30	98		23	84		16	75		9	63
29	96.5		22	83		15	74		8	60
28	95		21	81.5		14	73			
27	92.5		20	80		13	71.5			
26	90		19	79		12	70			