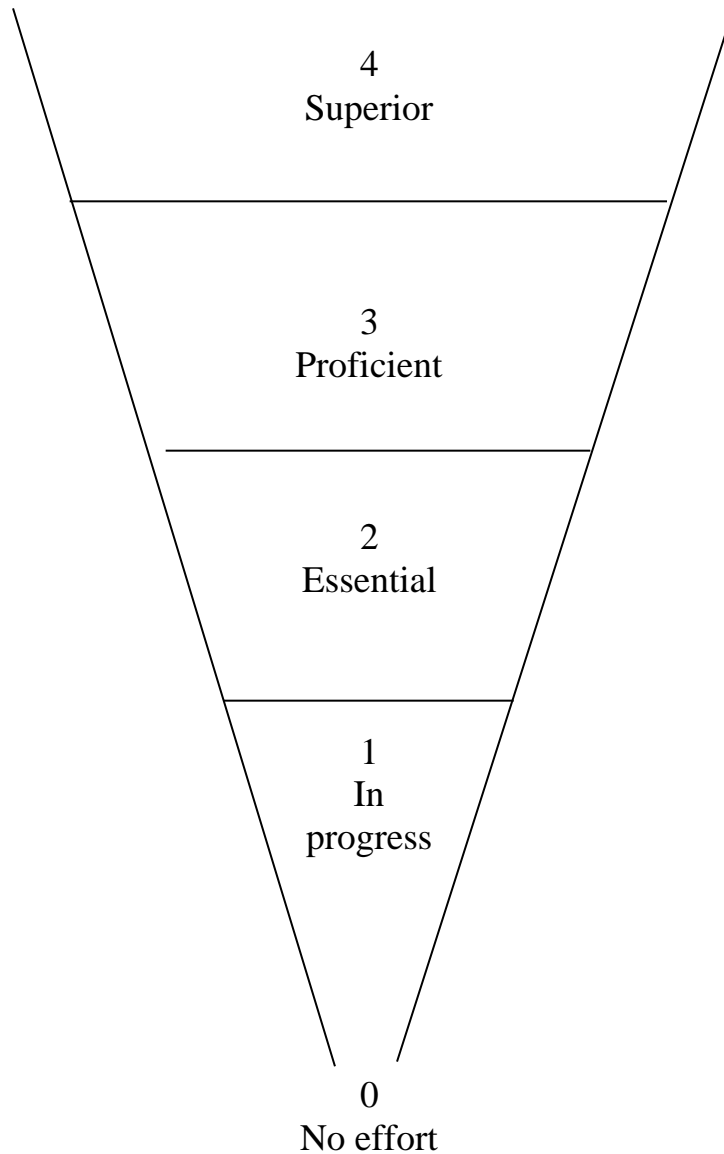


SCHEMA FOR HOLISTIC SCORING OF WRITING



Notes

- *Proficient* represents the standard that we expect for college-level writing at Capital Community College. *Superior* represents writing that stands out as excellent. As classes rise from developmental reading and writing to English Composition and on into upper-level courses, we expect to find increasing percentages of students writing at the proficient and superior levels.
- *Holistic* scoring is normed by collegial negotiation and balances many factors for an overall impression of the writing sample.
- *Analytic* scoring evaluates each sample according to categories described in a negotiated rubric. See reverse for Analytic Rubric.

RUBRIC FOR ANALYTIC SCORING OF WRITING

<i>Score</i>	<i>A Purpose & Audience</i>	<i>B Organization</i>	<i>C Development</i>	<i>D Language</i>
4 <i>Sup</i>	Addresses purpose effectively, uses assignment to explore topic's intrinsic interest, shows full understanding of issues, engages audience, establishes credibility, uses headings, format, and citations (where relevant) effectively.	Focuses consistently on clearly expressed central idea, uses paragraph structure and transitions to guide reader effectively.	Explores ideas vigorously, supports points fully using an appropriate balance of subjective and objective evidence, reasons effectively making useful distinctions.	Employs words with fluency, develops concise standard English sentences, balances a variety of sentence structures effectively.
3 <i>Prof</i>	Adheres to purpose, fulfills assignment, shows adequate understanding of key issues, style is appropriate to intended audience, presentation is readable, format is correct.	Central idea is clear, paragraph structure is adequate, some problems with consistency, logic, or transitions.	Supports most ideas with effective examples and details, finds suitable balance between references to personal and external evidence, makes key distinctions.	Word forms are correct, sentence structure is effective, applies standard English grammar & mechanics, presence of a few errors is not distracting.
2 <i>Ess</i>	Wavers in purpose, incompletely addresses assigned topic or directions, shows need for more study of issues, style varies, visual presentation ragged.	Loose focus on central idea, contains some repetition & digression, structure needs work.	Presents ideas in general terms, support for ideas is inconsistent or unsuitably personal or distant, some distinctions need clarification, reasoning unclear.	Word forms & sentence structures are adequate to convey basic meaning, errors cause noticeable distraction.
1 <i>In prog</i>	Purpose unclear, failure to address topic or directions, weak grasp of issues, inappropriate style, careless or messy visual presentation.	No central idea, no clear logic or focus, many repetitions or digressions, lack of structure.	Most ideas unsupported, confusion between personal and external evidence, unclear use of distinctions or levels of generality, reasoning flawed.	Word use unclear, sentence structures inadequate for clarity, errors seriously distracting.