

Content Standard F: Standard English Conventions

Link to Maine Learning Results F1 and Scoring Notes	
Sentences	The degree to which the response <ul style="list-style-type: none"> ▪ Includes sentences that are correct in structure
Grammar and Usage	The degree to which the response <ul style="list-style-type: none"> ▪ Demonstrates correct use of standard grammatical rules of English ▪ Demonstrates correct word usage
Mechanics	The degree to which the response <ul style="list-style-type: none"> ▪ Demonstrates correct punctuation ▪ Demonstrates correct capitalization ▪ Demonstrates correct spelling

These scoring notes are to be considered when scoring on demand, first draft student writing. They should be considered in a non-hierarchical order.

Score Points

1	2	3	4
<ul style="list-style-type: none"> ▪ Little control of sentence structure ▪ Little application of correct grammar and usage ▪ Little control of mechanics <p>Text is not sufficiently developed to demonstrate control.</p>	<ul style="list-style-type: none"> ▪ Simplistic sentence structure ▪ Limited application of correct grammar and usage ▪ Limited control of mechanics <p>Text may not be sufficiently developed or complex to demonstrate sustained control.</p>	<ul style="list-style-type: none"> ▪ Moderate control of a variety of sentence structures ▪ Moderate application of correct grammar and usage ▪ Moderate control of mechanics in proportion to development and complexity 	<ul style="list-style-type: none"> ▪ Control of a variety of sentence structures ▪ Consistent application of correct grammar and usage ▪ Correct mechanics in proportion to development and complexity

Content Standard G: Stylistic and Rhetorical Aspects of Writing

Link to Maine Learning Results G2 and Scoring Notes

Topic Development	<p>The degree to which the narrative response:</p> <ul style="list-style-type: none"> ▪ Addresses the prompt appropriately (Off-topic responses will be lowered one score point.) ▪ Develops major events, settings, characters and deals with problems and solutions (Responses of one sentence or less will be treated as <i>not able to be scored</i>.) 	<p>These scoring notes are listed in order of importance and are to be considered in hierarchical order when scoring on demand, first draft writing. This scoring guide is designed to be used in conjunction with student benchmark papers, contained in MEA released items.</p> <p>Note: Papers that receive a 0 score point include responses that may be: illegible, one sentence or less, refusals without adequate text, written in a foreign language, scribed, answers to another part of the test, or gratuitously obscene and/or offensive. These papers are to be reviewed by scoring leadership.</p>
Organization	<p>The degree to which the response</p> <ul style="list-style-type: none"> ▪ Maintains a clear and logical focus ▪ Is clearly and logically ordered 	
Details	<p>The degree to which the response</p> <ul style="list-style-type: none"> ▪ Provides and develops supporting details 	
Language/Style	<p>The degree to which the response</p> <ul style="list-style-type: none"> ▪ Demonstrates use of descriptive language that clarifies, enhances, and develops ideas 	

Score Points

1	2	3	4	5	6
<ul style="list-style-type: none"> ▪ Little topic development ▪ Little focus or organization ▪ Few or no supporting details ▪ Simplistic language <p>Text is not sufficiently developed to demonstrate control.</p>	<ul style="list-style-type: none"> ▪ Limited topic development ▪ Limited focus or organization ▪ Limited details that may or may not support the topic ▪ Limited variety in language <p>Text may not be sufficiently developed or complex to demonstrate sustained control.</p>	<ul style="list-style-type: none"> ▪ Basic topic development ▪ Basic focus and organization ▪ Basic supporting details ▪ Some variety in language, with a hint of personal style 	<ul style="list-style-type: none"> ▪ Moderately developed topic ▪ Clear focus and organization ▪ Relevant details ▪ Variety in language, with an emerging personal style 	<ul style="list-style-type: none"> ▪ Fully developed topic ▪ Logical sequencing that supports a clear focus ▪ Interesting details ▪ Effective use of language and personal style 	<ul style="list-style-type: none"> ▪ Richly developed topic ▪ Logical sequencing and controlled, clear focus ▪ Rich details ▪ Skillful use of language and distinctive personal style