

PROBLEM SOLUTION

DoDEA Scoring Rubric

Grade 7 and 9

Prompts for problem solution require writers to convince specific readers of the seriousness of a problem and the feasibility of a solution (or solutions) for the problem. This requirement makes problem solution essentially argumentative or persuasive. A complex type of writing, problem solution involves several diverse writing strategies – definition, description, anecdote, causes or results, examples, or statistics – but its central strategy is argument. Writing a problem solution is a complex and challenging assignment. However, the assignment has the advantage of enabling students to rely on personal experience for content. All prompts invite students to propose a solution for a community, school, or personal problem. Because problem solution relies on personal experience and information, it provides students in grades seven and nine with an accessible introduction to serious argumentative writing.

Writers maintain focus by identifying or defining a problem and asserting a solution to it. The identification and assertion provide the twin theses of problem solution essays. The writer’s attitude toward the problem and solution, along with the writer’s continual awareness of readers’ needs, helps the writer maintain focus. Writers organize problem solution essays by presenting the problem coherently, describing the solution clearly, and then shrewdly sequencing reasons for readers to support the solutions. For those reasons to be convincing, writers must support them with careful arguments.

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Score Point 6 – Exceptional Achievement

Readers. The beginning engages readers’ interest, sometimes by stressing the importance of the problem. The writer is careful to define or identify the situation and the specific problem to be solved. The writer may begin by dramatizing the problem but will eventually refer to readers and state the problem.

The writer continues to be aware of readers throughout the essay, perhaps referring to them directly, acknowledging their objections or reservations, or trying to enlist their support. This awareness of readers is expressed in a natural, even graceful way. The writer seems to understand fully that particular readers must be convinced the problem is serious and that these readers must be convinced to take action to solve it.

The writer may accommodate readers in any of the following ways:

- Addressing readers directly
- Considering alternative solutions readers may favor
- Acknowledging readers’ objections to proposed solutions
- Appealing to shared interests or common goals
- Inviting readers to improve writer’s solutions or to suggest their own
- Acknowledging readers’ experience or expertise
- Assuring readers they really can solve the problem

The writer may conclude by urging readers to take action, asking for their support, making a last appeal, restating solutions, restating consequences of failing to solve the problem, or thanking readers for anticipated cooperation or action.

Problem. The writer presents the problem fully so that readers will understand the nature and seriousness of the problem.

Such strategies as the following are available to writers for presenting a problem:

- Showing that the problem really exists and is serious
- Sketching the history of the problem: how it came about, how it developed
- Exploring reasons why the problem continues to be a problem: what sustains it
- Giving specific examples of the problem or relating anecdotes that illustrate the problem
- Comparing this problem with other problems to help readers understand the nature and seriousness of the problem

- Discussing the present unfortunate consequences of the problem, the immediate effects of the problem, or the results of the problem
- Discussing the long-range consequences of failing to solve the problem

Solution. The writer offers one or more solutions to the problem. Depending on the problem and situation, the writer may offer specific, definite solutions or suggest tentative solutions in an exploratory way. The writer may list several solutions, but at least one of them is developed or elaborated fully. The writer makes a convincing argument for at least one solution. Nearly all the six-point essays argue for more than one solution.

When writers argue for their proposed solutions, they may use strategies like these:

- Assuring readers the solution really will solve the problem
- Saying the solution will not cost too much
- Saying the solution will not take too long
- Claiming the solution is not too difficult to implement
- Minimizing any other negative consequences of the solution
- Showing readers how to get started on the solution
- Stressing the general benefits of the solution for all (so as not to seem self-serving)
- Outlining steps in carrying out the solution
- Mentioning and dismissing alternative solutions
- Weighing and accepting or including alternative solutions
- Mentioning readers' possible objections to the solution

The solutions should reflect the writer's thoughtful commitment to solving the problem and his or her insight into what readers will and will not do in supporting and carrying out a solution.

Proposals may be ironic or humorous. Scorers should consult table leader about such proposals.

Score Point 5 – Commendable Achievement

Readers. A five-point essay reflects readers' concerns but may lack the consistent focus on readers of a six-point essay.

Problem A five-point essay may identify and describe the problem in a way appropriate to the intended audience but may not do so as elaborately and imaginatively as a six-point essay.

Solution. A five-point essay offers at least one relevant, well-argued solution to the problem. The best argument for any one solution in a five-point essay may ask the logic and coherence of a six-point essay.

A five-point essay is engaging, energetic, and convincing. It lacks only the balance and force of a six-point essay.

Score Point 4 – Adequate Achievement

Readers. Readers may be mentioned at the beginning but are usually not referred to again until the conclusion. Concern with readers is not as evident as in a five-point essay.

Problem. The writer identifies a problem and discusses it at least briefly.

Solution. A four-point essay will offer at least one moderately developed logical solution. The solution will be relevant to the problem.

Score Point 3 – Some Evidence of Achievement

Readers. Readers may be mentioned but are seldom accommodated.

Problem. A three-point essay identifies a problem.

Solution. The writer may list several relevant solutions, but at least one solution will be developed minimally. Essay may seem perfunctory, flat, or buried.

Score Point 2 – Limited Evidence of Achievement

Readers. Readers may not be mentioned at all, but essay will seem appropriate to the designated readers.

Problem. The writer mentions a problem. May assume the reader knows the purpose of the letter or essay.

Solution. The writer merely lists solutions without support or argument. Solution will seem relevant to the problem. Even though a two-point essay is not developed, it is usually coherent. A two-point essay contains little or no argument.

Score Point 1 – Minimal Evidence of Achievement

The writer is on topic.

Readers. The writer indicates little or no sense of readers' concerns. Could be written for any readers.

Problem. The problem may be difficult to identify.

Solution. The writer may not offer a solution, or mentions a solution that does not seem relevant or logically related to the problem. Solutions are not argued.

Essay is brief, often not coherent.

Score Point 0 – Inappropriate Response

Off Topic.

AUTOBIOGRAPHICAL INCIDENT

DoDEA Scoring Rubric

Grade 7 and 9

Prompts for autobiographical incident require writers to tell a story from their personal experience. Besides narrating an incident vividly and memorably, writers tell readers what it has meant to them. This procedure seems simple enough: writers narrate a single remembered incident and say why it was (is still) important to them. The best writers remind us, however, that the prompts for autobiographical incident present writing situations that are far from simple.

The best writers orient readers to the incident, present the scene and other people who were present, and then tell an engaging story that may include dialogue, descriptions of movement or gestures, names of people or objects, and sensory details. Writers describe their remembered feelings, understandings, or reflections at the time of the incident, and they may also evaluate the incident from their present perspective, implying or stating its significance in their lives. The best writers use many of these strategies, selecting those appropriate to the writing situation. The challenge in writing autobiographical incident is both to select the appropriate strategies from among that varied repertoire and to integrate them smoothly into a readable personal story. Writing well-crafted autobiographical incident is as demanding as writing convincing arguments or insightful analyses of literature.

The scoring guide (rubric) that follows reflects a high standard of achievement for writers, but is not an impossibly high standard. The guide reflects the assumption that students can learn how to tell memorable stories from their personal experience.

Writers focus autobiographical incidents by controlling narrative sequence and choosing relevant details. They maintain focus by centering the essay on expressing the personal importance and significance of the incident. They elaborate primarily through sensory details, remembered feelings, and specific narrative actions.

AUTOBIOGRAPHICAL INCIDENT
DoDEA Scoring Rubric
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Score Point 6 – Exceptional Achievement

Incident. The writer narrates a coherent and engaging story that moves the narrative toward the central moment. The narrative tells readers what they need to know to understand what happened and to infer its significance to the writer.

The writer of a six-point essay will use some of the following strategies:

- Naming (specific names of people or objects, quantities, numbers)
- Describing visual details of scenes, objects, or people (size, colors, shapes, features, dress).
- Describing sounds or smells of the scene.
- Narrating specific actions (movements, gestures, postures, expressions).
- Creating dialogues, interior monologues, or expressing remembered feelings or insights at the time of the incident.
- Slowing the pace to elaborate the central moment of the incident.
- Creating suspense or tension.
- Including the element of surprise.
- Comparing or contrasting other scenes or people.

Rather than minimizing events, the writer of a six-point essay dramatizes the incident, using strategies like those above.

Context. Writer locates the incident in a particular setting and orients the reader to scene, people, and events. The writer goes beyond simply identifying or pointing to the scene or people by using carefully chosen details relevant to the incident. The writer may devote considerable space in the essay to orienting readers, describing the scene and people, and providing background or context for the incident – but not at the expense of a well-told incident. In a six-point essay, there is balance between static context and dramatic, narrated incident.

Significance. The essay reveals why the incident was important to the writer. This significance can be either implied or stated. If the significance is implied, the reader can infer it confidently. The significance may be apparent in the writer’s insights at the time of the incident or in reflections from the writer’s present perspective. Those insights and reflections may appear integrated into the narration or in the conclusion to the essay. The reflections may be humorous.

Voice and Style. In a six-point essay we hear an authentic voice that reveals the writer's attitude toward the incident. A six-point essay includes well-chosen details, apt words, and graceful, varied sentences. It often includes word plan and imagery. A six-point essay engages the reader from the start and moves to a satisfying closure.

Score Point 5 – Commendable Achievement

Incident. As in a six-point essay, the incident is coherent and engaging. The essay moves toward a central moment but with less drama than a six-point essay. A five-point essay relies on a narrower range of narrative strategies. A five-point essay may be structurally more predictable than a six-point essay, and it may be less focused than an essay graded six-points, especially toward the end. Still, a five-point essay tells a clear, engaging story.

Context. The five-point essay has an appropriate and adequate context as in a six-point essay. Context does not dominate the essay at the expense of the incident.

Significance. Significance can be either implied or stated but will be clear, either through remembered or present reflections. The reflections may be less well integrated into the essay than in a six-point essay, but they will not be superficial. The reflections will be insightful but not as probing as those in a six-point essay.

Voice and Style. As in a six-point essay, we hear authentic voice in a five-point essay. The essay is competent stylistically but may not have the grace, surprise, or sparkle of a six-point essay. Like a six-point essay, a five-point essay begins engagingly and closes in a satisfying way.

Score Point 4 – Adequate Achievement

Incident. Incident is well told but may lack the coherence of a five-point essay. There may be digressions, but the story comes back on track quickly. Some four-point essays are smoothly told yet unrealized dramatically. There is limited use of strategies.

Context. Context will be adequate to orient readers to the incident.

Significance. Significance is either implied or stated. Reflection is not as insightful as those in a five-point essay and may be only tacked on at the end.

Voice and Style. We usually hear the voice of an earnest storyteller. We find predictable sentences and word choice.

Score Point 3 – Some Evidence of Achievement

Incident. The essay may fail to focus on an incident, or it may tell an incident without orienting context or significance. Essay is usually quite brief. If longer, it may be rambling, fragmentary, or may not include details. The writer attempts to construct the incident but fails to do so because of omissions, erratic jumps in time or place, or breakdowns in cohesion.

Context. The writer of a three-point essay may either devote too much space to context while neglecting the narrative or begin abruptly without necessary orientation.

Significance. Significance is implied to some degree or briefly stated. We have an idea why the incident was memorable, although reflections may not be especially insightful.

Voice and Style. The writer does not seem to be seeing the incident as it happened. The writer relates the incident in uninvolved way. Predictable sentences and word choice are used.

Score Point 2 – Limited Evidence of Achievement

Incident. The essay may fail to focus on an incident, or it may tell an incident without orienting context or significance. Essay is usually quite brief. If longer, it may be rambling, fragmentary, or may not include details. The writer attempts to construct the incident but fails to do so because of omissions, erratic jumps in time or place, or breakdowns in cohesion.

Context. The context may be limited or even missing.

Significance. The writer of a two-point essay includes few reflections, if any. Reflections may seem superficial.

Voice and Style. The writer does not seem to be relating specific details about the incident. Evidence of personal involvement in incident is minimal. Sentences may be too short or long in a disorderly way.

Score Point 1 – Minimal Evidence of Achievement

The writer responds to the prompt but usually only briefly.

Incident. The writer of a one-point essay may refer to an incident without identifying it specifically or may only imply the incident in the context. The writer may point to an incident without developing it conclusively. The reader

may need to infer the incident. In the essay, the writer may focus on others instead of himself or herself.

Context. In the one-point essay, context is limited or even missing.

Significance. Little or no significance is implied or stated.

Voice and Style. The writer of this essay communicates little or no evidence of personal involvement in incident. Lapses in sentence control or diction interfere significantly with the sense of the paper.

Score Point 0 – Inappropriate Response

Off Topic.

REPORT OF INFORMATION
DoDEA Scoring Rubric
Grades 7 and 9

Writers must satisfy special demands when they prepare reports of information. They must present themselves as authorities on a subject and impress readers with their knowledge and understanding. They must select and present enough specific details to characterize their subject for their readers. They must quickly orient readers to a subject, help keep them on track with a coherent report, and end the essay in a satisfying manner. In the best reports of information, writers express their involvement with the subject and commitment to sharing it with readers. They develop their report around a single theme that they use to provide coherence to their essay.

In reporting information, writers are not concerned with persuading readers to take action, justifying judgments or opinions or presenting autobiographical disclosures. Instead, they are concerned with informing readers. Reports of information may be found in textbooks, research reports, technical manuals, newspapers, letters, and essays about familiar activities and places. The prompts for report of information ask students to write about their schools, communities, and interests.

Writers organize reports of information around a theme that they use to integrate the information included in the report. They classify and carefully arrange their information so their readers can easily read and understand the reports. They support main points and elaborate their ideas with specific facts and concrete examples.

REPORT OF INFORMATION

DoDEA Scoring Rubric

Grade 7 and 9

Score Point 6 – Exceptional Achievement

Voice. The writer reports the subject in an interesting and clear manner. The writer establishes himself or herself as an authority on the subject. We hear a lively voice.

Information. The writer includes specific information in the report – facts, details, examples, anecdotes, explanations, and definitions. By identifying objects carefully and accurately, the writer indicates to readers that he or she is an authority on the subject. The writer presents specific and concrete information relevant to the subject and the point the writer is making.

Depending on the writing situation, writers may choose several of the following strategies to present information:

- Using a personal anecdote (telling about a fishing trip as a way of sharing information about fishing).
- Creating a scenario (an imaginary baseball game as a way of informing readers about the agonies and uncertainties of baseball).
- Differentiating, naming, and describing the parts of a subject (administrators, teachers, goals, groups, activities at a school, different types of fins on a surfboard).
- Listing or describing activities associated with a subject (swimming, hiking, biking, walking, sight-seeing in a town, reading, writing, working on projects, participating in group work, socializing in a class, riding, racing, washing, currying, spraying, feeding a horse).
- Comparing or contrasting subjects as a way of generating information about a subject (contrasting a private and a public school).
- Telling the history of a subject (what the earliest surfboards were like, how a school or a team began).
- Narrating the process of making, using, or participating in an activity (waxing a surfboard, playing in a football game).
- Creating images or analogies (a surfboard leash is like a dog leash).
- Naming and providing details about the features of a subject (trout, salmon, shad, American River, Nimbus Dam, Sacramento River, a surfboard leash is a solid line of plastic, about as thick as a pencil, with a Velcro strap at the end).
- Explaining the benefits of a subject (“When I play the piano, all of my frustrations disappear...” “Football takes your mind off things...”).
- Narrating the history of involvement with the subject (“When I first started playing the piano I hated it...I quit...but then...”).

- Exploring motives for interest in a subject [“I will keep on playing piano (softball, football, etc.) because it is so enjoyable.”].
- Describing the joy of victory, the agony of defeat (“I love to tie flies...”).
- Outlining the requirements for knowing about or participating in a subject (passing a three-page test to get into a journalism class).

The writers of the best essays incorporate several strategies in their essays.

Controlling Idea. In addition to using the essay to inform us about a subject, the writer of a six-point essay has stated or clearly implied a controlling idea. When we know the writer’s controlling idea, we know the writer’s attitude toward the subject. The writer uses the controlling idea to provide coherence and a focus to the essay.

Organization. A six-point essay is well organized. It begins with helpful orientations to the subject or a context for reading about it. It is coherent and clearly patterned. The writer creates this pattern by focusing on components of the subject and developing one or more components with specific information. The writer ends the essay in a satisfactory manner.

Score Point 5 – Commendable Achievement

Voice. Like the writer of a six-point essay, this writer clearly reports information about the subject in an interesting manner. We hear an authoritative voice in the essay.

Information. The writer gives useful information, but not as much information as the writer of a six-point essay. This information is relevant to the subject and includes facts, details, and examples.

Controlling Idea. The writer of a five-point essay has stated a controlling idea and maintains a consistent attitude toward the subject.

Organization. Like a six-point essay, a five-point essay is well organized. The writer begins and ends the essay effectively but may not have established as clear a pattern as the writer of a six-point essay and may not display the same degree of control.

Score Point 4 – Adequate Achievement

Voice. The writer reports the subject eagerly, but without the authority of the writer of a five-point essay.

Information. The writer gives us considerable information, sometimes as much information as the writer of a five-point or six-point essay. However, some information may not be well integrated into the essay and may be general rather than specific or concrete. The writer has arranged and grouped the information but may not have as carefully or consciously selected the information as the writer of a five-or six-point essay.

Controlling Idea. The writer of a four-point essay states a controlling idea and in general uses the idea to provide consistency. However, the writer's attitude toward the subject may waver.

Organization. In a four-point essay, the writer reveals a plan, but the essay may not be well organized. The essay may have an effective beginning but may end hurriedly and clumsily. The writer of some four-point essays give up control or momentum to respond to the suggestions in the prompt. (An essay can earn a four- or five-point score without paragraph boundaries.) Decide whether the essay has some coherence and direction.

Score Point 3 – Some Evidence of Achievement

Voice. The writer of a three-point essay responds to the prompt. The writer may seem interested in informing readers and may communicate the sort of eager personal voice we hear in a four- or five-point essay. However, the writer may focus on opinion or evaluation rather than on information.

Information. A three-point essay generally presents less information than a four-point essay. The writer may rely more on generalization, opinion, or evaluation than on specified information and may not provide enough information to characterize the subject. The writer may only list titles, names, or places without any elaboration or include personal information not relevant to the point or helpful to readers who want to understand the subject.

Controlling Idea. The writer may present a simple statement of subject without a controlling idea.

Organization. A three-point essay stays on topic but it may be weakly organized. It may circle back to an idea as an afterthought. It may seem added on, sentence by sentence, but it will not digress too far. It may just follow an order of presentation suggested by the prompt.

Source Point 2 – Limited Evidence of Achievement

Voice. The writer of a two-point essay may show some awareness of readers and may even reveal a lively voice.

Information. Very thin development. The writer does not seem to understand how to report information. Rarely will the writer use specific detail to develop a point. The essay will usually be brief, but some may be as long as three- or four-point essays without the specific detail.

Controlling Idea. The essay may be no more than a simple statement of the subject.

Organization. Organization may be shaky. We may not be sure where the writer is going, though the essay will usually be readable. Writer sometimes digresses and shows little sense of pointed progression. May rely on suggestions in the prompt for organization.

Score Point 1 – Minimal Evidence of Achievement

On topic. The writer has a subject.

Voice. Will usually reveal little sense of voice or awareness of readers.

Information. Unlike a two-point essay, a one-point essay does not deliver much information. It contains few points or ideas and rarely includes details. The writer may seem to be giving information but actually is evaluating or asserting opinions.

Controlling Idea. May be no more than a simple statement of object.

Organization. The essay is badly organized and sometimes incoherent. Brief.

Score Point 0 – Inappropriate Response

Off Topic.

OBSERVATIONAL WRITING
DoDEA Scoring Rubric
Grade 7 and 9

Prompts for observational writing ask writers to re-create the experience of observing a subject so that readers are able to perceive the subject as the writer experienced it. The observational writer writes from periphery of observed scenes or events, assuming the stance of eyewitness rather than participant in the scene. The writer may focus, for example, on a person or a remembered situation; but the presentation of that person or experience will be that of a distanced observer, such as a journalist or an attentive naturalist.

Observational writing is a complex type of writing involving a variety of presentational strategies: factual description, narration, shifts between close-up and distant views, sensory details, concrete language. The clear presentation of the subject enables the reader to infer the meaning, impact, and importance of the experience for the writer. The best essays will exhibit and develop an internal logic and consistency that arise naturally from the writer's controlled awareness of the scene, of the purpose in writing, and of the effect on the reader.

OBSERVATIONAL WRITING
DoDEA Scoring Rubric
Grade 7 and 9

Score Point 6 – Exceptional Achievement

Identification of Subject. Writers of six-point essays clearly identify or define the subject of the observation. The subject may be anything observed by the writer, such as an activity involving people, a scene, an animal, an object, or a scientific experiment.

Context. The writer locates the subject in a specific physical or psychological context. The writer focuses the subject clearly and establishes the context as fully and precisely as necessary to orient and ground the reader.

The writer of the six-point essay does not ever allow the context to dominate the essay at the expense of the presentation of the subject but goes beyond simply pointing to the subject. Some writers may devote considerable space in the essay to establishing the context; others may focus so compellingly on the details of the scene itself that the context is only briefly mentioned. In any event, throughout the essay the writer keeps the reader sufficiently aware of the context of the scene.

Observational Stance. In six-point essays, the relationship between the writer as eyewitness and the subject is clearly established, developed, and maintained. Though not an active participant in the scene, the writer is an acute observer, and the stance – the vantage point or point of view of the observation and the voice and tone with which the writer presents the observation – is clear and strong throughout the essay. It is the assured stance that reveals authority while conveying a sense of discovery as much as any other quality that distinguishes the exceptional essay from the commendable.

Writers convey their stance by the details they select in presenting their observations to the reader as well as by the point of view, voice, and tone. The best writers might shift their point of view, moving, for example, from close-ups to distant views, to explore the scene from multiple perspectives, while retaining consistency in stance. They maintain focus by establishing and continually developing the scene, keeping close and purposeful control of their own vantage point. For six-point writers, the stance of the historian, the naturalist, the poet, and the journalist are all available ways of perceiving and ordering a scene, depending on their purpose in writing and their potential readers.

Presentation of the Experience. The six-point essay provides sufficient detail to recreate for the reader the concrete subject or situation being observed and the writer's perceptual experience of that observation. The writer enables the reader

to see the scene clearly, to recognize the meaning, impact, and importance that the experience had for the writer.

Because the goal of the observational writer is to re-create the singularity of his or her perception for the reader, the success of these essays is based largely on the writer's choice of and manipulation of presentational strategies such as the following:

- Factual descriptions of appearance and actions
- Sensory detail
- Concrete images
- Dialogue or monologue
- Narration
- Specific actions, behavior
- Shifting perspectives
- Metaphoric language

Writers of six-point essays use a variety of strategies; they may present multiple aspects of the subject, interweaving them, moving around the scene like a camera, assuming different vantage points to create a full, rich picture; or they may proceed more methodically through the scene, uncovering it slowly, one detail at a time. Whatever strategies the writer uses, the six-point essay writer exhibits throughout the essay a controlled awareness of the scene itself, of his or her own purposes, and of the developing effect of the essay on the reader.

Score Point 5 – Commendable Achievement

Identification of Subject. Writers of five-point essays clearly identify or define the subject of the observations.

Context. The writer locates the subject in a specific physical context. The writer focuses the subject clearly and establishes the context fully to orient and ground the reader.

The writer of the five-point essay does not allow the context to dominate the essay at the expense of the presentation of the subject but, like the six-point essay, goes beyond simply pointing to the subject. Some writers may devote considerable space in the essay to establishing the context; others focus on the details of the scene itself, mentioning the context only briefly. In any event, the writer keeps the reader sufficiently aware of the context of the scene.

Observational Stance. In five-point essays, the relationship between the writer as eyewitness and the subject is well-established; it may not be so fully developed and maintained as in the six-point essay, however. The sense of discovery, characteristic of the six-point essay, is usually lacking in the five-point essay.

Presentation of the Experience. The five-point essay provides sufficient detail to recreate for the reader the concrete subject or situation being observed and the writer's experience of the observation. The writer enables the reader to see the scene clearly and to recognize the meaning and importance that the experience had for the writer.

Writers of five-point essays use a number of strategies but will either use fewer strategies than the six-point writer or use them less effectively. The five-point essay writer exhibits throughout the essay a fairly well controlled awareness of the scene itself, of his or her own purposes, and of the developing effect on the reader.

Score Point 4 – Adequate Achievement

Identification of Subject. Writers of four-point essays clearly identify but rarely define the subject of the observation.

Context. The writer provides a context for the observation and goes beyond simply pointing to the subject. The writer of the four-point essay may allow the context to dominate the essay at the expense of presentation of the subject or the context may be very scant.

Observational Stance. In four-point essays, the relationship between the writer and the subject is less clear than in the five- or six-point essay. The point of view may shift but not with the control or purpose that we see in the five- and six-point essays. Voice and tone are likely to convey a less authoritative but still assured stance.

Presentation of the Experience. The four-point essay provides some detail but it is often skimpy, unelaborated. The writer provides enough of the scene to enable the reader to see the broad strokes and some aspects in greater detail. The writer may not, however, convey the meaning or importance that the experience had for the writer.

Writers of four-point essays use several strategies, but will often use them with little elaboration. The writer of the four-point essay may show little awareness of the reader.

Score Point 3 – Some Evidence of Achievement

Identification of Subject. Writers of three-point essays identify the subject of the observation but often in a very general rather than specific way.

Context The writer may provide some context for the observation, but may allow the context to dominate the essay at the expense of the presentation of the subject or provide very minimal context. Still, the three-point essay writer goes a bit beyond simply pointing to the subject.

Observational Stance. In three-point essays, the stance is often inconsistent. The writer may point to a relationship between the writer and the subject often tending toward an autobiographical focus. The point of view may shift but not with control or purpose. Voice and tone may be inappropriate to the content of the essay.

Presentation of the Experience. The three-point essay is characterized by generalities rather than specific details. The writer will rely on very few strategies. The writer will not convey the meaning or importance of the experience and will show little awareness of the reader.

Score Point 2 – Limited Evidence of Achievement

Identification of Subject. Writers of two-point essays frequently introduce many subjects.

Context. The writer may provide minimal context for the observation; in the case of multiple subjects, context may be completely lacking.

Observational Stance. In two-point essays, the observer is usually central, often evaluative. The writer will usually focus on an autobiographical approach. Voice and tone are likely to be inappropriate to the content of the essay.

Presentation of the Experience. The two-point essay is characterized by generalities, often listed, rather than specific details. The writer will not convey the meaning or importance of the experience and will rarely show any awareness of the reader.

Score Point 1 – Minimal Evidence of Achievement

Identification of Subject. Writers of one-point essays may or may not indicate a subject or subjects.

Context. The writer will provide no context for the observation.

Observational Stance. In one-point essays, the observer is central. The subject, when discernible, may be mentioned only once or twice.

Presentation of the Experience. The one-point essay is characterized by a lack of any information about the subject or by garbled information. The writer will not convey any meaning or importance of the experience to the reader.

Score Point 0 – Inappropriate Response

Off Topic