



ABOUT THE WASL WRITING

The Grade 10 Writing Assessment consists of two writing tasks. Session One of the Writing Assessment is designed to elicit an expository response. An expository response is one that explains why or informs about something. The writer should present information in a way that enhances the reader's understanding of the topic. Session Two of the Writing Assessment will focus on a persuasive response. A persuasive response is one that is primarily written to persuade or convince the designated audience to support a point of view, make a decision, or take an action.

Both of the writing tasks will allow you to follow all of the steps of the writing process: prewriting, writing a first draft, revising, editing, and writing a final draft. Both tasks have accompanying scoring criteria (checklists) which focus on qualities of good expository or persuasive writing. For each of these writing tasks, you are allowed to use a commercially published thesaurus and dictionary in print form. No electronic tools may be used. Scratch paper will be available for your prewriting and first draft activities.

ITEM DISTRIBUTION ON THE WASL FOR GRADE 10 WRITING

	Writing Tasks	Conventions Possible	Content, Style, Organization Possible Points:	Total Possible Points
	1 Expository	2	4	6
	1 Persuasive	2	4	6
Total Numbers	2 Writing Tasks			12

SCORING

On the WASL for Grade 10 Writing Assessment, you will be tested on two writing tasks worth up to six points each. Each writing task will be scored using a 2-point rubric for Conventions and a 4-point rubric for Content, Style, and Organization. The total number of points from the two writing tasks will determine your Writing Assessment score.

CONVENTIONS SCORING GUIDE

A 2-point response consistently follows the rules of standard English for usage, spelling of commonly used words, punctuation, and capitalization. It exhibits the use of complete sentences except where purposeful phrases or clauses are used for effect. It indicates paragraphs consistently.

A 1-point response generally follows the rules of standard English for usage, spelling of commonly used words, punctuation, and capitalization. It generally exhibits the use of complete sentences except where purposeful phrases or clauses are used for effect. It indicates paragraphs for the most part.

A 0-point response mostly does not follow the rules of standard English for usage, spelling of commonly used words, punctuation, and capitalization. It exhibits errors in sentence structure that impede communication. It mostly does not indicate paragraphs.

A Z response is "I don't know"; response is a question mark (?); response is one word; response is only the title of the task; or the task is simply recopied.

CONTENT, STYLE, AND ORGANIZATION SCORING GUIDE

A 4-point response maintains consistent focus on the topic and has selected and relevant details. It has a logical organizational pattern and conveys a sense of completeness and wholeness. It provides transitions which clearly serve to connect ideas. It uses language effectively by exhibiting word choices that are engaging and appropriate for the intended audience and purpose. It includes sentences, or phrases where appropriate, of varied length and structure. It allows the reader to sense the person behind the words.

A 3-point response maintains adequate focus on the topic and has adequate supporting details. It has a logical organizational pattern and conveys a sense of completeness and wholeness, although some lapses occur. It provides adequate transitions in an attempt to connect ideas. It uses adequate language and appropriate word choices for the intended audience and purpose. It includes sentences, or phrases where appropriate, that are somewhat varied in length and structure. It provides the reader with some sense of the person behind the words.

A 2-point response demonstrates an inconsistent focus and includes some supporting details, but may include extraneous or loosely related material. It shows an attempt at an organizational pattern, but exhibits little sense of wholeness and completeness. It provides transitions which are weak or inconsistent. It has a limited and predictable vocabulary which may not be appropriate for the intended audience and purpose. It shows limited variety in sentence length and structure. It attempts somewhat to give the reader a sense of the person behind the words.

A 1-point response demonstrates little or no focus and few supporting details, which may be inconsistent or interfere with the meaning of the text. It has little evidence of an organizational pattern or any sense of wholeness and completeness. It provides transitions which are poorly utilized, or fails to provide transitions. It has a limited or inappropriate vocabulary for the intended audience and purpose. It has little or no variety in sentence length and structure. It provides the reader with little sense of the person behind the words.

A Z response is "I don't know"; response is a question mark (?); response is one word; response is only the title of the task; or the task is simply recopied.