

*NEVADA STATE WRITING PROFICIENCY EXAMINATION
ANALYTIC SCORING GUIDE**

IDEAS AND CONTENT (DEVELOPMENT)

5: This paper is clear, focused, and interesting. It holds the reader's attention. Relevant anecdotes, details and/or evidence enrich the central theme or story line. Ideas are fresh and engaging.

- The writer seems to be writing from experience and/or knowledge showing insight/creativity.
- The writing has balance; main ideas stand out.
- Supporting, relevant details give the reader important information that he or she could not personally bring to the text.
- The writer works with and shapes ideas, making connections and sharing insights.
- The writer controls and develops the topic in an enlightening way.

3: The paper is clear and focused. The topic shows promise, even though development is still limited, sketchy, or general.

- The writer seems to be writing from experience and/or knowledge but has some trouble going from general observations to specifics.
- Ideas are reasonably clear and purposeful, even though they may not be explicit, detailed, expanded, or personalized to show in-depth understanding.
- The writer is developing the topic. Even though it is fairly easy to see where the writer is headed, more information is needed to "fill in the blanks."
- Support is present but doesn't go far enough yet in expanding, clarifying, or adding new insights.
- Themes or main points blend the original and the predictable.

1: As yet, the paper has no clear sense of purpose. To extract meaning from the text, the reader must make inferences based on sketchy details. More than one of the following problems is likely to be evident:

- The writer may restate the topic but has not yet begun to develop it in a meaningful way.
- Information is very limited or unclear.
- The text is very repetitious or reads like a collection of random thoughts from which no central theme emerges.
- Everything seems as important as everything else; the reader has a hard time sifting out what's critical.
- The writer lacks a sense of direction.
-

*The Nevada State Department of Education gratefully acknowledges Vicki Spandel, the teachers of Oregon, and the Northwest Regional Educational Laboratory who developed and revised the original trait scoring guides, as well as Nevada teachers who have contributed to the final revisions.