

California High School Exit Exam

Response to Writing Prompt Scoring Guide

- 4** **The essay —**
- clearly addresses all parts of the writing task.
 - provides a meaningful thesis and maintains a consistent tone and focus and purposefully illustrates a control of organization.
 - thoughtfully supports the thesis and main ideas with specific details and examples.
 - provides a variety of sentence types and uses precise, descriptive language.
 - demonstrates a clear sense of audience.
 - contains few, if any errors in the conventions of the English language. (Errors are generally first-draft in nature.)

Persuasive compositions:

- authoritatively defends a position with precise and relevant evidence and convincingly addresses the readers' concerns, biases, and expectations.

- 3** **The essay —**
- addresses all parts of the writing task.
 - provides a thesis and maintains a consistent tone and focus and illustrates a control of organization.
 - supports the thesis and main ideas with details and examples.
 - provides a variety of sentence types and uses some descriptive language.
 - demonstrates a general sense of audience.
 - contains some errors in the conventions of the English language. (Errors do **not** interfere with the readers' understanding of the essay.)

Persuasive compositions:

- generally defends a position with relevant evidence and addresses the readers' concerns, biases, and expectations.

- 2** **The essay —**
- addresses only parts of the writing task.
 - may provide a thesis and maintains an inconsistent tone and focus and illustrates little, if any control of organization.
 - may support the thesis and main ideas with limited, if any, details and/or examples.
 - provides few, if any, types of sentences, and uses basic, predictable language.
 - demonstrates little or **no** sense of audience.
 - contains several errors in the conventions of the English language. (Errors may interfere with the readers' understanding of the essay.)

Persuasive compositions:

- defends a position with little, if any, evidence and may address the readers' concerns, biases, and expectations.

- 1** **The essay may be too short to evaluate or —**
- addresses only one part of the writing task.
 - may provide a weak, if any thesis; fails to maintain a focus, and illustrates little, or **no** control of organization.
 - fails to support ideas with details and/or examples.
 - provides **no** sentence variety and uses limited vocabulary.
 - demonstrates **no** sense of audience.
 - contains serious errors in the conventions of the English language. (Errors interfere with the readers' understanding of the essay.)

Persuasive compositions:

- fails to defend a position with any evidence and fails to address the readers' concerns, biases, and expectations.

**Non-
scorable**

B = Blank
T = Off-topic
L = Written in a language other than English
I = Illegible/Unintelligible