

**NEVADA HIGH SCHOOL PROFICIENCY
EXAMINATION IN WRITING
SCORING GUIDE
WRITING ASSESSMENT**

Papers that fall into the following categories MUST be given to the Table Leader:

- **THE PAPER IS CLEARLY OFF-TOPIC.**
Off-topic papers are those whose content does not correlate with the assigned topic, not merely those in which the writer appears to have misunderstood the assignment.
- **THE PAPER CONTAINS OBSCENE OR EXTREMELY OBJECTIONABLE MATERIAL.**
- **THE PAPER IS BLANK.**
- **THE PAPER CONTAINS INSUFFICIENT WRITING FOR EVALUATION.**
- **THE PAPER IS WRITTEN IN A LANGUAGE OTHER THAN ENGLISH.**
- **THE PAPER IS ILLEGIBLE.**



Nevada Writing Proficiency Examination

High School Holistic Rubric

<p style="text-align: center;">SCORE “SIX”</p> <p>A six paper is superior. It exemplifies ALL OR MOST of the following:</p> <ul style="list-style-type: none"> • Focuses and develops ideas in a sustained and compelling manner, showing creativity and insight. • Clarifies and defends or persuades with precise and relevant evidence; clearly defines and frames issues.. • Effectively organizes ideas in a clear, logical, detailed, and coherent manner using appropriate structures to enhance the central idea or theme. • Demonstrates involvement with the text and speaks purposefully to the audience in an appropriate, individualistic, and engaging manner. • Uses multiple sentence structures and word choices effectively and with a sense of control for stylistic effect. • Commits few, if any, errors in standard English rules for grammar/usage and mechanics. 	<p style="text-align: center;">SCORE “FIVE”</p> <p>A five paper is distinctly above average. It displays ALL OR MOST of the following:</p> <ul style="list-style-type: none"> • Focuses and develops ideas in an effective and detailed manner. • Defends and/or persuades with important and relevant evidence; defines and frames issues. • Organizes ideas clearly and coherently using structures appropriate to purpose. • Communicates a sense of commitment to the topic and to the audience's involvement. • Uses varied sentence structure and word choice effectively. • Commits few errors in standard English grammar/usage and mechanics. 	<p style="text-align: center;">SCORE “FOUR”</p> <p>A four paper is adequate. It exhibits ALL OR MOST of the following characteristics:</p> <ul style="list-style-type: none"> • Adequately focuses and develops ideas with detail. • Defends and/or persuades with support and clarity, using relevant evidence. • Organizes ideas in a satisfactory manner with adequate coherence and logic. • Uses a voice that is appropriate to audience and purpose. • Uses a variety of sentence structures and word choice, but occasionally displays some wordiness or ineffective diction; sentences may be predictable. • Commits some errors in standard English grammar/usage and mechanics that do not impede meaning; indicates basic understanding of conventions.
<p style="text-align: center;">SCORE “THREE”</p> <p>A three paper is inadequate. It is clearly flawed in SOME OR ALL of the following ways:</p> <ul style="list-style-type: none"> • Focuses, but may not display mature or well-developed content. • Attempts defense or persuasive stance but position is unclear and/or evidence is brief, tangential or based solely on personal opinion. • Displays minimal organization; contains irrelevancies, digresses, rambles, or lacks logic. • Lacks sincerity of purpose in the writer’s attempt to involve the audience appropriately. • Uses sentence structure and word choice that are somewhat limited, simplistic, mundane, or otherwise inappropriate. • Contains flaws in standard English rules of grammar/usage and mechanics that do not impede meaning; indicates some consistent misunderstanding of the conventions. 	<p style="text-align: center;">SCORE “TWO”</p> <p>A two paper is very weak. It reveals serious and persistent problems in communications. It compounds the weaknesses of the 3 paper in SOME OR ALL of the following ways:</p> <ul style="list-style-type: none"> • Lacks focus and development; may list items with little or no supporting detail. • Defends or persuades from a stance that is unclear or absent; evidence is vague or missing. • Contains serious flaws in structure, organization and coherence. • Attempts, but fails in the writer’s attempt to involve the audience appropriately. • Uses sentence structure and word choice that are highly limited, simplistic, or otherwise inappropriate. • Displays consistent violations in standard English rules of grammar/usage and mechanics that impede understanding. 	<p style="text-align: center;">SCORE “ONE”</p> <p>A one paper is extremely weak. It has few redeeming qualities. It at least mentions the topic, but generally fails to communicate with the reader. It illustrates SOME OR ALL of the following:</p> <ul style="list-style-type: none"> • Simply repeats the topic or fails to provide adequate development. • Fails to establish a position and/or develop persuasive view; evidence is not apparent. • Shows almost no structure, organization or coherence. • Does not address the audience appropriately. • Uses limited and/or immature sentence structure and word choice. • Overwhelms the reader with serious violations of standard English rules, grammar/usage and mechanics.

The primary purpose of this rubric is to score the High School Nevada Writing Proficiency Exams. However, classroom teachers should use the rubric to ensure that students are familiar with the evaluation criteria used on the exams and to improve student writing.

