

Smith College

Writing Intensive Assessment Scoring Sheet (2013)

Student's ID#: _____

Reader ID#: _____

Directions: After reading the assignment, the student's reflection, and the paper, follow four simple steps: 1. complete the grid below by checking the level of achievement for each category; 2. distill the grid scores into a single overall score; 3. if fitting, comment on aspects of the paper not captured by the grid; and 4. decide how strongly you agree with the student's assessment of her paper. Papers with overall *Needs Work* and *Exemplary* ratings will be read at least twice. Please refer to the rubric for definitions of the categories at each level of achievement.

Step 1.

Needs Work

Pass

Exemplary

| | Low | Medium | High | Low | Medium | High | Low | Medium | High |
|----------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Statement of thesis or main goal | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Paragraph development | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Complexity of thought | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Command of written English | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Step 2.

Needs Work

Pass

Exemplary

Step 3. Comments (if fitting): _____

Step 4. How strongly do you agree with the student's assessment of her own writing?

Strongly agree

Agree

Disagree

Strongly disagree