

**CORRELATION BETWEEN
THE KANSAS WRITING ASSESSMENT, GRADE 11, SCORING RUBRIC, AND
HOW TO WRITE CLEAR SENTENCES: A SELF-PACED TEXT**

The Kansas State Board of Education has established curricular standards for writing. Beginning in school year 2004/2005, eleventh-grade students will be tested to assess their writing skills. The eleventh-grade assessment focuses on persuasive writing, which the board of education defines as “informational writing with attitude.”

The scoring rubric that follows will be used to evaluate student writing in Grade 11:

Writing Trait	Relationship to <i>How To Write Clear Sentences: A Self-Paced Text</i>
Ideas and content: The writing has a clear, focused idea that is well supported with detail.	No direct correlation, although the sergeants’ text teaches clear sentence structure, a skill needed to articulate a clear, focused idea ¹
Organization: The writing has a compelling order, presentation, or structure.	No direct correlation, although the sergeants’ text teaches clear sentence structure, a skill needed to develop a compelling structure ²
Voice: The text conveys the writer’s energy and passion for the subject.	No direct correlation
Word Choice: The writer chooses words that are convey the message in an interesting, precise, and natural way.	No direct correlation, although the sergeants’ text teaches clear sentence structure, a skill needed to convey a message in an interesting, precise, and natural way ³
Sentence Fluency: Sentences are carefully and correctly structured.	Units 1, 2, 3, and 6 relate directly to this trait.
Conventions: The writing demonstrates competent use of grammar, capitalization, punctuation, usage, spelling, and paragraphing.	Units 4, 5, 7, 8, and 9 relate directly to this trait. ⁴

¹ This trait is taught in the follow-on text.
² This trait is taught in the follow-on text.
³ This trait is taught in the follow-on text.
⁴ Paragraphing is taught in the follow-on text.