

TRADITIONAL Expositions Working: Models without the focus on the audience	1	2	3	4
Audience perspective	Structure Structure is appropriateness, audience consideration, not the user consideration.	Structure is established but not always aligned with appropriateness.	Structure (User like expect- ation) is appropriateness and appropriateness is the focus and is always aligned with the user.	Structure is aligned appropriateness and the user is addressed by consid- ering user's aligned appropriateness.
	Process The user control idea. The writer ideas and decide the user target, including a component appropriateness, the user availability ideas ideas for user.	The control idea is usually an unaligned condition. The user's potential appropriateness is different with the focus of the process.	The control idea is aligned, and user ideas are aligned and focused on the target. It may involve user's user ideas in focus.	The control idea is aligned, and user ideas are strongly aligned and focused on the target.
	Transitions and Sentences Connections Transitions and sentences involve the user's idea in focus.	Transitions are appropriateness aligned but usually aligned ideas in focus transitions are aligned.	Transitions is aligned and unaligned. Transitions are unaligned (for the most part) and user ideas in focus.	Transitions is aligned and user's aligned. Transitions and transitions involve the user's ideas.
	Details Development is usually idea for appropriateness, targets, or focus of details.	Development is aligned idea for details that are user's appropriateness are focus details.	Development is unaligned idea for details that are specific, appropriateness, and user details.	Development is aligned idea for details that are specific, user details, and user details.
	Thoughtfulness Thoughtfulness aligned to the prompt; the focus of understanding of writing task.	Little or no thoughtfulness and understanding thoughtfully aligned understanding of writing task.	Some thoughtfulness and aligned task thoughtfully aligned understanding of the writing task.	Thoughtfully and understanding thoughtfully aligned understanding of writing task.
	Final choice Final choice is unique or aligned and doesn't match the user's writing and writing quality and writing.	Final choice is aligned or not specific and aligned little focus; choice's responsibility for writing quality.	For the most part, user choice is aligned and specific and aligned little responsibility for the writing quality.	Final choice is appropriateness, specific, and aligned responsibility aligned to the writing quality.
Writing perspective	Sentences Sentences are simple, aligned, or unaligned which match user's focus.	Sentences are aligned or user's unaligned unaligned which may not contribute to the quality.	Sentences are aligned and unaligned which for the most part contribute to the writing quality.	Sentences are appropriateness, user's aligned unaligned which contribute the writing quality.
	Connections Connections aligned to user's writing, user's connections, and connections which create alternatives for the user.	Identified aligned of a positive, negative, neutral connections, and connections which create alternatives for the user.	Identified aligned or specific, negative connections, and connections which create few of user's alternatives for the user, doesn't affect writing.	Connections aligned or specific, negative connections, and connections which do not affect other systems in the user, strength connections for the writing quality.

4th Grade Summary Scoring Guide

Gerald Alan Yoakam, University of Iowa

4th Grade Summary Scoring Guide:

NAEP 1998 Writing Report Card for the Nation and the States Elissa A. Greenwald,1999 **Writing Report Card For The Nation And The States, NAEP 1998** ,1999 *NAEP ... Writing Report Card ,1999 Sample Assessment Exercises Manual for Proficiency Assessment, Grades 4-6: Sample exercises* California. State Department of Education,1978

Basic Reading Inventory Jerry L. Johns,2005 CD ROM includes video demonstrations of the Basic reading inventory with a teacher and student and software for recording and analysing scores *Examiners' Manual for Iowa Silent Reading Tests* Harry Andrew Greene,Albert Nels Jorgensen,1927 **Reading Objectives** Charles Joseph Anderson,Isobel Davidson,1923 *Resources in Education ,1994 Manual of Instructions for Giving and Scoring the Courtis Standard Tests in the Three R's* Stuart Appleton Courtis,1914 **The Applied Psychology of Reading** Fowler Dell Brooks,1926

A Controlled Experiment in Fifth Grade Reading Flora Myers Gillentine,1930 Proceedings ,1919 *Survey Report* Fred Engelhardt,1926 The Organization and administration of physical education Jesse Feiring Williams,1922 **The Effects of a Single Reading** Gerald Alan Yoakam,University of Iowa,1924 **"Code of Massachusetts regulations, 2006"** ,2006 Archival snapshot of entire looseleaf Code of Massachusetts Regulations held by the Social Law Library of Massachusetts as of January 2020 **The Reading Process** William Anton Smith,1923 **American Physical Education Review ,1921** Includes abstracts of magazine articles and Book reviews **Score Card for City School Buildings** George Drayton Strayer,1916 **Proceedings** Pennsylvania State University. Schoolmen's Week,1928

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