

Grading Considerations	Overall Development	Organization	Support	Sentence Structure	Word Choice	Mechanics
	<ul style="list-style-type: none"> the overall effect of the paper 	<ul style="list-style-type: none"> the degree to which the response is focused and clearly, logically ordered 	<ul style="list-style-type: none"> the degree to which the response includes examples which develop the main points 	<ul style="list-style-type: none"> the degree to which the response includes sentences that are complete and correct and varied in structure and length 	<ul style="list-style-type: none"> vocabulary word choice usage 	<ul style="list-style-type: none"> spelling punctuation capitalization paragraphing manuscripts style
6 Paper A	<ul style="list-style-type: none"> fluent, richly developed clear awareness of audience and task distinctive voice original, insightful or imaginative 	<ul style="list-style-type: none"> carefully but subtly organized from beginning to end organizational devices are subordinate to meaning clear focus logical order 	<ul style="list-style-type: none"> supporting details are rich, interesting, and full details are relevant and appropriate for the audience and focus 	<ul style="list-style-type: none"> sentence variety enhances style and effect virtually no errors in structure or usage successfully uses more sophisticated sentence patterns 	<ul style="list-style-type: none"> rich, effective vocabulary fresh, vivid language correct usage 	<ul style="list-style-type: none"> very few or no mechanical errors, with complexity
5 Paper B	<ul style="list-style-type: none"> fluent, fully developed clear awareness of audience and task evidence of voice solid 	<ul style="list-style-type: none"> organized from beginning to end organizational devices are subordinate to meaning clear focus logical order 	<ul style="list-style-type: none"> details are strong but lack richness and specificity details are relevant and appropriate for the audience and focus 	<ul style="list-style-type: none"> sentence variety is appropriate to style and effect few errors in structure or usage moderately successful in using more sophisticated sentence patterns 	<ul style="list-style-type: none"> effective vocabulary generally successful in using rich language generally correct usage 	<ul style="list-style-type: none"> few or no mechanical errors, relative to the length or complexity
4 Paper C	<ul style="list-style-type: none"> moderately fluent awareness of audience and task ideas developed but limited in depth 	<ul style="list-style-type: none"> organized but may have minor lapses in order of structure meaning is subordinate to organizational devices focused 	<ul style="list-style-type: none"> details are adequate to support the focus details are generally relevant and appropriate for audience and focus 	<ul style="list-style-type: none"> some sentence variety some errors in structure and usage attempts to use more sophisticated sentence patterns not totally successful 	<ul style="list-style-type: none"> acceptable vocabulary attempts to use rich language generally correct usage misuse of big words 	<ul style="list-style-type: none"> some mechanical errors that do not interfere with communication limited text, but mechanically correct
3 Paper D	<ul style="list-style-type: none"> thinly developed some awareness of audience and task repetitive or too general 	<ul style="list-style-type: none"> focus unclear or limited poor transitions shift in point of view lacks closure chaining 	<ul style="list-style-type: none"> details lack elaboration some details do not support the focus important details are omitted 	<ul style="list-style-type: none"> little sentence variety errors in structure or usage interfere with meaning over-reliance on simple or repetitive constructions 	<ul style="list-style-type: none"> simplistic vocabulary with limited word choice noticeable errors in usage 	<ul style="list-style-type: none"> some mechanical errors that do interfere with communication errors are disproportionate to the length or complexity of the piece (errors cause major problems for readers)
2 Paper F	<ul style="list-style-type: none"> poorly developed poor awareness of audience or task lacks clarity 	<ul style="list-style-type: none"> unfocused thought patterns are difficult to follow continual shifts in point of view resembles free writing lacks closure 	<ul style="list-style-type: none"> details are merely listed repetitious details too few details 	<ul style="list-style-type: none"> no sentence variety serious errors in structure or usage too brief to demonstrate variety 	<ul style="list-style-type: none"> simplistic vocabulary with inappropriate and/or incorrect word choice numerous errors in usage 	<ul style="list-style-type: none"> noticeable mechanical errors that do interfere with communication errors are disproportionate to the length or complexity of the piece (errors cause major problems for readers)
1 Paper F	<ul style="list-style-type: none"> not developed restates topic no awareness of audience or task inappropriate response 	<ul style="list-style-type: none"> so short or muddled that it lacks organization or focus 	<ul style="list-style-type: none"> virtually no details irrelevant details 	<ul style="list-style-type: none"> lack of sentence sense riddled with errors too brief to evaluate 	<ul style="list-style-type: none"> inadequate vocabulary too brief to evaluate 	<ul style="list-style-type: none"> mechanical errors that seriously interfere with communication too brief to evaluate