<table>
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<th>Overall Development</th>
<th>Organization</th>
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| **Overall effect of the paper:** | *Clearly introduces topic and focus*<br> *Includes relevant facts, definitions, quotes, and/or examples to provide an accurate and comprehensive explanation and/or analysis of ideas and information relevant to the topic*<br> *Includes text references where appropriate*<br> *Uses precise words and phrases to effectively inform, explain or analyze the topic*<br> *Employs effective language and word choice*<br> *Shows a command of standard English mechanics in:*<br> *Spelling*<br> *Punctuation*<br> *Capitalization*<br> *Very few or no mechanical errors relative to length or complexity*<br> *Few mechanical errors relative to length or complexity*<br> | *Supporting details are rich, interesting, and informational throughout; fully developed*<br> *Response cites relevant details throughout and is appropriate for the focus*<br> *Sentence structures enhance style and effect*<br> *Successfully uses more sophisticated, varied sentence patterns*<br> *Rich, effective vocabulary throughout*<br> *Vivid language*<br> *May use figurative language and imagery*<br> | *Sentence structures are appropriate to style and effect*<br> *Few errors in structure or usage*<br> *Moderately successful in using more sophisticated sentence patterns*<br> | *Some sentence variety*<br> *Generally correct sentence structures and usage*<br> *Attempts to use more sophisticated sentence patterns*<br> | *Acceptable vocabulary*<br> *Attempts to use rich language*<br> *Misuse of big words*<br> | *Some mechanical errors that do not interfere with communication*<br> *Limited text, but mechanically correct*<br> | *Some mechanical errors that do interfere with communication*<br> *Errors are disproportionate to the length or complexity of the piece [errors cause major problems for readers]*<br> | *Noticeable mechanical errors that interfere with communication*<br> *Errors are disproportionate to the length or complexity of the piece [errors cause major problems for readers]*<br> | *Mechanical errors that seriously interfere with communication*<br> *Too brief to evaluate*<br> |}

**Overall Development:**

**6 Points:**
- Fluent, richly developed
- Clear awareness of audience and purpose
- Distinctive, engaging voice
- Original, insightful, or imaginative
- Includes text references where appropriate
- Shows a command of standard English mechanics in:
  - Spelling
  - Punctuation
  - Capitalization

**5 Points:**
- Fluent, fully developed
- Clear awareness of audience and purpose
- Evidence of voice, compositional risks attempted
- Cohesive
- Includes text references where appropriate
- Shows a command of standard English mechanics in:
  - Spelling
  - Punctuation
  - Capitalization

**4 Points:**
- Moderately fluent, adequately developed
- Awareness of audience and purpose
- Ideas developed but somewhat limited in depth
- Subtle transitions
- Provides closure
- Includes text references where appropriate
- Shows a command of standard English mechanics in:
  - Spelling
  - Punctuation
  - Capitalization

**3 Points:**
- Somewhat developed
- Some awareness of audience and purpose
- Repetitive or too general
- Poor transitions
- Random order of ideas, concepts, and information
- Attempts closure
- Shift in focus
- Includes text references where appropriate
- Shows a command of standard English mechanics in:
  - Spelling
  - Punctuation
  - Capitalization

**2 Points:**
- Poorly developed
- Poor awareness of audience or purpose
- Ideas and details are not clear
- Thought patterns are difficult to follow
- Events are not clear or sequenced
- Repeats free-writing, rambling
- Continual shifts in focus
- Includes text references where appropriate
- Shows a command of standard English mechanics in:
  - Spelling
  - Punctuation
  - Capitalization

**1 Point:**
- Repeats topic
- No awareness of audience or purpose
- Inappropriate response
- Too brief to show development
- So short that it lacks organization or focus
- So confused that the student’s response is difficult to understand
- Includes text references where appropriate
- Shows a command of standard English mechanics in:
  - Spelling
  - Punctuation
  - Capitalization

**Non-Scorable (N):** illegible; i.e., includes so many indecipherable words that no sense can be made of the response—or—is incoherent; i.e., words are legible but syntax is so garbled that response makes no sense—or—is a blank paper.