

SCORE POINT 6

Response is sophisticated and skillful in written communication, demonstrated by

- exceptional clarity, focus, and control in topic development and organization that often show insight.
- in-depth and/or creative exploration of the topic using rich, relevant, and credible details.
- a strong, perhaps creative, beginning and a satisfying conclusion.
- specifically and carefully chosen words that are skillfully crafted into phrases and sentences that enhance meaning.
- intentional and committed interaction between the writer and the reader.
- effective and/or creative use of a wide range of conventions with few errors.

SCORE POINT 5

Response is excellent and skillful in written communication, demonstrated by

- clarity, focus, and control in topic development and organization.
- a balanced and thorough exploration of the topic using relevant details.
- an inviting beginning and a satisfying sense of closure.
- a broad range of carefully chosen words crafted into phrases and varied sentences that sound natural.
- awareness of the reader and commitment to the audience and topic.
- effective use of a wide range of conventions with few errors.

SCORE POINT 4

Response is appropriate and acceptable in written communication, demonstrated by

- ideas adequately developed with a clear and coherent presentation of ideas with order and structure that can be formulaic.
- relevant details that are sometimes general or limited; organization that is clear, but sometimes predictable.
- a recognizable beginning and ending, although one or both may be somewhat weak.
- effective word choice that is functional and, at times, shows interaction between writer and audience.
- somewhat varied sentence structure with good control of simple constructions; a natural sound.
- control of standard conventions although a wide range is not used; errors that do not impede readability.

SCORE POINT 3

Response is inadequate in written communication, demonstrated by

- broad or simplistic ideas that are understood but often ineffective.
- attempts at organizing that are inconsistent or ineffective; beginnings and endings that are underdeveloped; repetitive transitional devices.
- developmental details that are uneven, somewhat predictable, or leave information gaps; details not always placed effectively in the writing.
- reliance on clichés and overused words that do not connect with the reader; limited audience awareness.
- monotonous and sometimes misused words; sentences may sound mechanical, although simple constructions are usually correct.
- limited control of standard conventions with significant errors.

SCORE POINT 2

Response is poor in written communication, demonstrated by

- overly simplistic and sometimes unclear ideas that have insufficiently developed details.
- sequencing of ideas that is often just a list; missing or ineffective details that require reader inference to comprehend and follow.
- missing beginning and/or ending.
- repetitive, monotonous, and often misused words awkwardly strung into sentences that are difficult to read because they are either choppy or rambling; many sentences that begin with repetitive noun + verb pattern.
- lack of audience awareness.
- little control of basic conventions resulting in errors impeding readability.

SCORE POINT 1

Response is inferior in written communication, demonstrated by

- lack of purpose or ideas and sequencing.
- organization that obscures the main point.
- an attempt that is too short to offer coherent development of an idea, if it is stated.
- extremely limited vocabulary that shows no commitment to communicating a message.
- sentences with confusing word order that may not permit oral reading.
- severe and frequent errors in conventions.

Practice Prompts: please remember to include a strong thesis statement, vivid detail, and to emphasize *why* something is important (develop specifically the impact it made on you). Reserve time to check for grammar and punctuation, and limit your practice to 25 minutes.

1. Sometimes even small things can make a difference in someone else's life. If you could do one small thing to make someone else's life better, what would it be? Explain what you would do for the person and why.
2. Some people are reluctant to ask for help when something is difficult. Think of a time when you had to do something difficult and you had to ask for help. Explain what happened and what you learned from the experience.
3. We all have someone we respect. Think of a person whom you respect, and explain why you respect the person that you chose.