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|  | **Ideas and Analyses** | **Development and Support** | **Organization** | **Language Use** |
| Score 6  Essays at this level demonstrate highly effective writing skills. | The writer generates an essay that **critically** discusses multiple points that support the thesis.  The essay provides **insightful** analyses of the topic.    25 | Development of ideas support the thesis, provide proof, explain the proof, and provide insightful information.    25 | The essay is well organized and easy to follow.There is a clear and effective introduction, logical, thoughtful body paragraphs that support the thesis, and a conclusion that unites and finishes the essay.  25 | Word choice and sentence structure is skillful and academic.  While a few minor errors in grammar, usage, and mechanics may be present, they do not impede understanding.  25 |
| Score 5  Responses at this scorepoint demonstrate well-developed skill in writing an essay, | The writer generates an essay that **productively** discusses multiple points that support the thesis.  The essay provides **thoughtful** analyses of the topic.      23 | Development of ideas and support for claims deepen understanding of the topic.    23 | The Essay is organized and easy to follow.  There is a clear and effective introduction. There are sufficient body paragraphs to support the thesis, and a conclusion that unites and finishes the essay.      23 | Word choice is precise and supports the argument  Sentence structures are varied and clear.  While minor errors in grammar, usage, and mechanics may be present, they do not impede understanding.    23 |
| Score 4  Responses at this score point demonstrate an adequate skill in writing an essay. | The writer generates an essay that **sufficiently** engages with multiple points and supports the thesis.  The essay provides l**ogical** analyses of the topic.    21 | Development of ideas and support for claims clarify meaning and purpose of topic.    21 | The essay is relatively organized and clear. There is an introduction, clear supporting paragraphs, and a conclusion.  Ideas are logically grouped and supported.      21 | Language, word choice and sentence structures are clear and support the essay.  While errors in grammar, usage, and mechanics may be present, they do not impede understanding.      21 |
| Score 3  Responses at this score point demonstrate an developing skill in writing an essay. | The writer generates an essay that discusses multiple points that support the essay; however provides **minimal** analyses.  The essay provides analyses of the topic.  18 | Development of ideas and support for claims are mostly relevant but are overly general or simplistic.  18 | The essay exhibits a basic organizational structure. (There is an Introduction, body and a conclusion.)  The body mostly supports the topic with most of the ideas logically grouped together.  18 | The use of language is basic and only somewhat clear. Word choice and sentence structure is general and somewhat imprecise.  Distracting errors in grammar, usage and mechanics may be present, but they generally do not impede understanding. 18 |
| Score 2  Responses at this score point demonstrate weak or inconsistent skill in writing an essay. | The writer generates an essay that **weakly**  discusses multiple points that pertain to the essay’s topic.  The essay’s points are undeveloped, or inconsistent with the topic or merely restate the topic.  15 | Development of ideas and support for topic are weak, confused, or disjointed.  15 | The essay reflects a rough organizational structure.  The introduction, or body paragraphs, or conclusion are underdeveloped  15 | Word choice and sentence structures are often unclear.  Errors in grammar, usage, and mechanics are pervasive and often impede understanding.  15 |
| Score 1  Responses at this score point demonstrate an little or no skill skill in writing an essay. | The writer **fails** to generate an essay that responds to the essay question.  The writer’s attempts at support are absent or highly unclear.  12 | Ideas lack development or do not support the topic.  Support is incomplete or no evidences are given.  12 | The response does not exhibit an organizational structure.  There is little grouping of ideas.    12 | Errors in word choice, grammar, and mechanics prevent the essay from being understandable.  12 |