

## *Scoring Criteria in the First Year Composition Program at CI*

### **6: Excellent writing**

- Addresses assignment with a clear and sophisticated approach; responds to all aspects of the writing task in a thorough, effective, and intellectually engaging manner.
- Never simplistic or repetitive in thought; consistently explores complex ideas logically and analytically.
- Tightly focused and coherently organized; richly developed with supporting ideas, examples, and details.
- Extensive use of relevant sources, which are integrated seamlessly where appropriate and strengthen the entire paper.
- Effective, fluent style with sentence variety and precise word choice throughout.
- Mastery of writing conventions; effortless and pleasurable to read.

### **5: Strong writing**

- Addresses assignment clearly; thoroughly and effectively responds to all aspects of the writing task.
- Rarely simplistic or repetitive in thought; usually explores complex ideas logically and analytically.
- Clearly focused and organized; supported by appropriate ideas, examples, and details.
- Relevant sources are integrated appropriately and add to effectiveness of paper.
- Effective style with some sentence variety and frequently precise word choice.
- Generally free from lapses in convention; no interference with meaning.

### **4: Adequate writing**

- Addresses assignment, but may respond to some aspects of the writing task more effectively than others.
- Occasionally simplistic or repetitive in thought, but more often than not explores complex ideas logically and analytically.
- Adequately focused and organized, with sufficient support.
- Sources are used appropriately more often than not and adequately serve the writing task.
- Clear style with limited sentence variety but generally precise word choice.
- Few lapses in convention that interfere with meaning; generally demonstrates control.

### **3: Marginal writing**

- Distorts or neglects some aspects of the writing task.
- Often simplistic or repetitive in thought; occasionally explores ideas in complex, logical or analytical ways, but not consistently.
- Loosely focused and loosely organized, with marginally supported generalizations.
- Sources seem perfunctory, obligatory, or do not serve writing task as well as they could.
- Sometimes clear and precise, sometimes confusing; little sentence variety; often imprecise word choice.
- Accumulation of lapses in convention, but only occasionally interfering with meaning.

### **2: Weak writing**

- Indicates confusion about assignment or neglects important aspects of the writing task.
- Repeatedly simplistic in thought; occasionally confused.
- Poorly focused, organized and developed, with inappropriate or simplistic support.
- Sources insufficient, inappropriate, or do not serve writing task.
- Sentence and word choice problems occasionally interfere with meaning.
- Frequent lapses in convention, interfering with meaning.

### **1: Unacceptable writing**

- Does not respond meaningfully and/or appropriately to writing task.
- Consistently simplistic in thought or fails to communicate its ideas; occasionally illogical or incomprehensible.
- Unfocused, disorganized, undeveloped, or significantly lacking support.
- Lack of appropriate sources, or inadequate use of sources.
- Repeated sentence and word choice problems often interfere with meaning or indicate inadequate revision.
- Serious and persistent lapses in convention often interfere with meaning or indicate inadequate revision.

## *Scoring Criteria in the First Year Composition Program at CI*

### **Response to assignment/writing task**

- 6— Addresses assignment with a clear and sophisticated approach; responds to all aspects of the writing task in a thorough, effective, and intellectually engaging manner.
- 5— Addresses assignment clearly; thoroughly and effectively responds to all aspects of the writing task.
- 4— Addresses assignment, but may respond to some aspects of the writing task more effectively than others.
- 3— Distorts or neglects some aspects of the writing task.
- 2— Indicates confusion about assignment or neglects important aspects of the writing task.
- 1— Does not respond meaningfully and/or appropriately to writing task.

### **Quality and clarity of thought**

- 6— Never simplistic or repetitive in thought; consistently explores complex ideas logically and analytically.
- 5— Rarely simplistic or repetitive in thought; usually explores complex ideas logically and analytically.
- 4— Occasionally simplistic or repetitive in thought, but more often than not explores complex ideas logically and analytically.
- 3— Often simplistic or repetitive in thought; occasionally explores ideas in complex, logical or analytical ways, but not consistently.
- 2— Repeatedly simplistic in thought; occasionally confused.
- 1— Consistently simplistic in thought or fails to communicate its ideas; occasionally illogical or incomprehensible.

### **Organization, development, support**

- 6— Tightly focused and coherently organized; richly developed with supporting ideas, examples, and details.
- 5— Clearly focused and organized; supported by appropriate ideas, examples, and details.
- 4— Adequately focused and organized, with sufficient support.
- 3— Loosely focused and loosely organized, with marginally supported generalizations.
- 2— Poorly focused, organized and developed, with inappropriate or simplistic support.
- 1— Unfocused, disorganized, undeveloped, or significantly lacking any support.

### **Research**

- 6— Extensive use of relevant sources, which are integrated seamlessly where appropriate and strengthen the entire paper.
- 5— Relevant sources are integrated appropriately and add to effectiveness of paper
- 4— Sources are used appropriately more often than not and adequately serve the writing task.
- 3— Sources seem perfunctory, obligatory, or do not serve writing task as well as they could.
- 2— Sources insufficient, inappropriate, or do not serve writing task.
- 1— Lack of appropriate sources, or inadequate use of sources.

### **Control of language, style, and sentence variety**

- 6— Effective, fluent style with sentence variety and precise word choice throughout.
- 5— Effective style with some sentence variety and frequently precise word choice.
- 4— Clear style with limited sentence variety but generally precise word choice.
- 3— Sometimes clear and precise, sometimes confusing; little sentence variety; often imprecise word choice
- 2— Sentence and word choice problems occasionally interfere with meaning.
- 1— Repeated sentence and word choice problems often interfere with meaning or indicate inadequate revision.

### **Grammar, usage and mechanics**

- 6— Mastery of writing conventions; effortless and pleasurable to read.
- 5— Generally free from lapses in convention; no interference with meaning.
- 4— Few lapses in convention that interfere with meaning; generally demonstrates control.
- 3— Accumulation of lapses in convention, but only occasionally interfering with meaning.
- 2— Frequent lapses in convention, interfering with meaning.
- 1— Serious and persistent lapses in convention often interfere with meaning or indicate inadequate revision.