Appendix. Full Prompts and Rubric for Scoring

1. Full Prompt Structures

The three prompting strategies used in this study—Zero-shot, Few-shot, and Chain-of-Thought (CoT)—were implemented as targeted modifications to a common base structure. This Base Structure, which serves as the Zero-shot strategy, consists of a persona assignment, the full ELLIPSE rubrics, task instructions, and a standardized output format.

The other strategies were developed by building upon this foundation. For the Few-shot strategy, the prompt was extended by inserting three human-rated examples between the rubric and the task instructions. These examples function as in-context references to improve grading consistency. Similarly, the CoT strategy was implemented by appending the reasoning cue "Let's think step by step" immediately before the final scoring instruction. This modification induces sequential reasoning, encouraging the model to generate explicit justifications for each of the six analytic dimensions before providing a final numeric score.

You are an English writing evaluator. Please evaluate the following essay on the topic "Distance Learning" relies only on the rubric categories and general writing standards.

Essay: [INSERT ESSAY HERE]

Rubric:

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provide your evaluation in the following format:

Analytic Scores: {Cohesion: x, Syntax: x, Vocabulary: x, Phraseology: x, Grammar: x, Conventions: x}

Holistic Score: {x}

Explanation: {One-sentence rationale based on holistic evaluation}

You must only output the two lines of the 'Output Format' exactly as shown, replacing 'x' and the rationale text with your evaluation results. You must assign a score from 1.0 to 5.0 to a holistic score and each of the categories. Use half-point increments (e.g., 1.5, 2.5, 3.5, 4.5) whenever an essay demonstrates mastery of the lower score level but inconsistently exhibits the characteristics of the next higher level.

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2. Rubric

HOLISTIC

5: Native-like facility in the use of language with syntactic variety, Appropriate word choice and phrases; well-controlled text organization; precise use of grammar and conventions; rare language inaccuracies that do not impede communication.

4: Facility in the use of language with syntactic variety and range of words and phrases; controlled organization; accuracy in grammar and conventions; occasional language inaccuracies that rarely impede communication.

3: Facility limited to the use of common structures and generic vocabulary; organization generally controlled although connection sometimes absent or unsuccessful; errors in grammar and syntax and usage. Communication is impeded by language inaccuracies in some cases.

2: Inconsistent facility in sentence formation, word choice, and mechanics; organization partially developed but may be missing or unsuccessful. Communication impeded in many instances by language inaccuracies.

1: A limited range of familiar words or phrases loosely strung together; frequent errors in grammar (including syntax) and usage. Communication impeded in most cases by language inaccuracies

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ANALYTIC

Cohesion

5: Text organization consistently well controlled using a variety of effective linguistic features such as reference and transitional words and phrases to connect ideas across sentences and paragraphs; appropriate overlap of ideas.

4: Organization generally well controlled; a range of cohesive devices used appropriately such as reference and transitional words and phrases to connect ideas; generally appropriate overlap of ideas.

3: Organization generally controlled; cohesive devices used but limited in type; Some repetitive, mechanical, or faulty use of cohesion use within and/or between sentences and paragraphs.

2: Organization only partially developed with a lack of logical sequencing of ideas; some basic cohesive devices used but with inaccuracy or repetition.

1: No clear control of organization; cohesive devices not present or unsuccessfully used; presentation of ideas unclear.

Syntax

5: Flexible and effective use of a full range of syntactic structures including simple, compound, and complex sentences; There may be rare minor and negligible errors in sentence formation.

4: Appropriate use of a variety of syntactic structures, such as simple, compound, and complex sentences; occasional errors or inappropriateness in sentence formation.

3: Simple, compound, and complex syntactic structures present although the range may be limited; some apparent errors in sentence formation, especially in more complex sentences.

2: Some sentence variation used; many sentence structure problems.

1: Pervasive and basic errors in sentence structure and word order that cause confusion; basic sentences errors common.

Vocabulary

5: Wide range of vocabulary flexibly and effectively used to convey precise meanings; skillful use of topic-related terms and less common words; rare negligible inaccuracies in word use.

4: Sufficient range of vocabulary to allow flexibility and precision; appropriate use of topic-related terms and less common lexical items.

3: Minimally adequate range of vocabulary for the topic; no precise use of subtle word meanings; topic related terms only used occasionally; attempts to use less common vocabulary but with some inaccuracy.

2: Narrow range of vocabulary to convey basic and elementary meaning; topic related terms used inappropriately; errors in word formation and word choice that may distort meanings.

1: Limited vocabulary often inappropriately used; limited control of word choice and word forms; little attempt to use topic-related terms.

Phraseology

5: Flexible and effective use of a variety of phrases, such as idioms, collocations, and lexical bundles, to convey precise and subtle meanings; rare minor inaccuracies that are negligible.

4: Appropriate use of a variety of phrases, such as idioms, collocations, and lexical bundles; occasional inaccuracies and colloquialisms.

3: Evident use of phrases such as idioms, collocations, and lexical bundles but without much variety; some noticeable repetitions and misuses.

2: Narrow range of phrases, such as collocations and lexical bundles, used to convey basic and elementary meaning; many repetitions and/or misuses of phrases.

1: Memorized chunks of language, or simple phrasal patterns predominate; many repetitions and misuses of phrases.

Grammar

5: Command of grammar and usage with few or no errors.

4: Minimal errors in grammar and usage.

3: Some errors in grammar and usage.

2: Many errors in grammar and usage.

1: Errors in grammar and usage throughout.

Conventions

5: Consistent use of appropriate conventions to convey meaning; spelling, capitalization, and punctuation errors nonexistent or negligible.

4: Generally consistent use of appropriate conventions to convey meaning; spelling, capitalization, and punctuation errors few and not distracting.

3: Developing use of conventions to convey meaning; errors in spelling, capitalization, and punctuation that are sometimes distracting.

2: Variable use of conventions; spelling, capitalization, and punctuation errors frequent and distracting.

1: Minimal use of conventions; spelling, capitalization, and punctuation errors throughout.

3. **Few shot Examples**

Example 1

"I agree with this statement, because a positive attitude helps you cope more easily with the daily affairs of life. It brings optimism into your life, and makes it easier to avoid worries and negative thinking. If you adopt it as a way of your life, it would bring constructive changes into your life, and makes them happier, brighter and more succesful.

Whith a positive attitude you see the bring side of life, become optimistic and expect the best to happen. It is certainly a state of mind that is well worth developing.

Also a positive attitude leads to happiness and sucess and can change your whole life. If you look at the bright side of life, your whole life becomes filled with light. This light affects not only you and the way you look at the world, but it also affects your enviroment and the people around you.

If this attitude is strong enough, it becomes contagious. I'ts as if you radiate light around you.

When you are positive, you tend to pull yourself out of negative loop and don't lose focus from what you really want to achieve, the person with a positive attitude has a better perspective of life. understand that is important to take resposibility for one's actions for example: problems in your work, family, school etc. A strong sence of responsibility always envokes positive and constructive actions. A positive thinker is never impulsive, they always wait to get clarity of a particular situation.

Being positive and calm always enable you to see both sides of the coin.

Positive attitude is the key to sucess in lifen because if you are positive you will belive and trust yourself, and you won't let negative people affect your deams, if not you will work hard until you get them and go will sucessful.   "

Analytic Scores: {Cohesion: 4, Syntax: 4.5, Vocabulary: 5, Phraseology: 5, Grammar: 5, Conventions: 4}

Holistic Score: {5}

Example 2

Dear, TEACHER_NAME

I think phone policy at school should not let students use their phone during class or free time. For several

reasons. First, school has to be an area of education and not of free time. Because in my point of view its a distraction to your self and the people around you. Second, phones could get stolen by the people you don't get along with. Also, another reason for school policy to know is that it can cause drama between friends and also people you don't know. Finally , phones can cause cheating, cheating is what school doesn't want so that's one of my main reasons why i don't want phones being used in school hours,

Analytic Scores: {Cohesion: 3.5, Syntax: 2.5, Vocabulary: 3.5, Phraseology: 3, Grammar: 3.5, Conventions: 2.5}

Holistic Score: {3}

Example 3

Self-reliance, The state of being reliant, is the instincts,

when one people have to on the life.

The reliance star to you hose when on save my self was of what, you want or needed, wanted security and reliance and so mosh have on my favor.

The Self-reliance is the instincts, what i have for, expression when toking, when explain, were yo are student and need explain one project, word sheet or something, they has reliance, on expression the everything is more easy.

Self-reliance

The state of being reliant

One relied on

When their own decisions, on your self, you no thing what is the consequences, because was adolescent, and maybe take decision no some good. By you can ask, Old man you no, why, by the experience is more dependable what other information, what i have.

The decision what you take the rest of the life depend on one idea because you need want being reliant have on the head ravening the leveraged for take the decision important matters.

The Faith belife on you only you take the reliance and Eat the World.

Analytic Scores: {Cohesion: 1, Syntax: 1, Vocabulary: 2, Phraseology: 2, Grammar: 1, Conventions: 2}

Holistic Score: {1}