**Prompt**​​**1**

**Prompt**

More and more people use computers, but not everyone agrees that this benefits society. Those who support advances in technology believe that computers have a positive effect on people. They teach hand-eye coordination, give people the ability to learn about faraway places and people, and even allow people to talk online with other people. Others have different ideas. Some experts are concerned that people are spending too much time on their computers and less​ ​time​ ​exercising,​ ​enjoying​ ​nature,​ ​and​ ​interacting​ ​with​ ​family​ ​and​ ​friends.

**Write a letter to your local newspaper in which you state your opinion on the effects**

**computers** ​ ​**have**​​**on**​​**people.**​​**Persuade**​​**the** ​**readers**​​​**to**​​**agree**​​**with**​ **you**​.​

**Attributes**

1. Ideas​ ​&​ ​Content
2. Organization
3. Word​ ​Choice
4. Sentence​ ​Fluency
5. Conventions

**Scoring**​​**Guidelines**

# Ideas​ ​&​ ​Content

This​ ​property​ ​checks​ ​for​ ​the​ ​amount​ ​of​ ​content​ ​and​ ​ideas​ ​present​ ​in​ ​the​ ​essay.

**Score 6:** The writing is exceptionally clear, focused, and interesting. It holds the reader’s attention throughout. Main ideas stand out and are developed by strong support and rich details suitable​ ​to​ ​audience​ ​and​ ​purpose.​ ​The​ ​writing​ ​is​ ​characterized​ ​by

* clarity, ​ focus,​ ​ and​ ​ control.​
* main ​ idea(s)​ ​ that​ ​ stand​ ​ out.​
* supporting, relevant, carefully selected details; when appropriate, use of resources​ ​provides​ ​strong,​ ​accurate,​ ​credible​ ​support.
* a thorough, balanced, in-depth explanation / exploration of the topic; the writing makes​ ​connections​ ​and​ ​shares​ ​insights.
* content​ ​and​ ​selected​ ​details​ ​that​ ​are ​well-suited​​ ​to​ ​audience​ ​and ​​purpose.

**Score 5:** The writing is clear, focused and interesting. It holds the reader’s attention. Main ideas stand out and are developed by supporting details suitable to audience and purpose. The writing​ ​is​ ​characterized​ ​by

* clarity, ​ focus,​ ​ ​and​ ​control.
* main​ ​idea(s)​ ​that​ ​stand​ ​out.
* supporting, relevant, carefully selected details; when appropriate, use of resources​ ​provides​ ​strong,​ ​accurate,​ ​credible​ ​support.
* a thorough, balanced explanation / exploration of the topic; the writing makes connections​ ​and​ ​shares​ ​insights.
* content​ ​and​ ​selected​ ​details​ ​that​ ​are ​well-suited​​ ​to​ ​audience​ ​and ​​purpose.

**Score 4:** The writing is clear and focused. The reader can easily understand the main ideas.

Support​ ​is​ ​present,​ ​although​ ​it​ ​may​ ​be​ ​limited​ ​or​ ​rather​ ​general.​ ​The​ ​writing ​ ​is​ characterized​​ ​by

* an ​ easily​ ​ identifiable​ ​ purpose.​
* clear ​ main​ ​ idea(s).​
* supporting details that are relevant, but may be overly general or limited in

places;​ ​when​ ​appropriate,​ ​resources​ ​are​ ​used​ to​ ​ provide​ ​ accurate​ ​ support.​

* a topic that is explored / explained, although developmental details may occasionally be out of balance with the main idea(s); some connections and insights may be present.
* content and selected details that are relevant, but perhaps not consistently well-chosen​ ​for​ ​audience​ ​and​ ​purpose.

**Score 3:** The reader can understand the main ideas, although they may be overly broad or simplistic, and the results may not be effective. Supporting detail is often limited, insubstantial, overly​ ​general,​ ​or ​ occasionally​ ​ slightly​ ​ off-topic.​ ​ The​ ​ writing​ ​ ​is ​ characterized​​ by​

* an​ easily​ ​ identifiable​ ​ purpose​ ​ and​ ​ main​ ​ idea(s).​
* predictable or overly-obvious main ideas; or points that echo observations heard

elsewhere;​ ​or​ ​a​ ​close​ ​retelling​ ​of​ ​another​ ​work.

* support that is attempted, but developmental details are often limited, uneven,

somewhat ​ off-topic,​ ​ predictable,​ ​ or​ ​ too​ ​ ​general ​ (​ e.g., ​ ​a​ ​list ​ of​ ​ ​underdeveloped ​ points).​

* details that may not be well-grounded in credible resources; they may be based on​ ​clichés,​ ​stereotypes ​ or​ ​ questionable​ ​ sources​​ of​ ​ information.​
* difficulties ​ when​ ​ moving​ ​ from​ ​ general​ ​observations​​ ​to ​​specifics.

**Score 2:** Main ideas and purpose are somewhat unclear or development is attempted but minimal.​ ​The​ ​writing​ ​is​ ​characterized ​ by​

* a​ ​purpose​ ​and​ main​ ​ idea(s)​ ​ ​that​ ​may​ require​ ​ extensive​​ ​inferences ​ ​by​ ​the​ reader.​
* minimal​ ​development;​ ​insufficient ​ details.​ • irrelevant​ ​details​ ​that​ ​clutter​ the​ ​ ​text.
* extensive​ ​repetition​ ​of​ ​detail.

**Score**​​**1:**​ ​The​ ​writing​ ​lacks​ ​a​ ​central​ ​idea​ ​or​ ​purpose.​ ​The​ ​writing​ ​is​ ​characterized​ ​by

* ideas​ ​that​ ​are​ ​extremely​ ​limited​ ​or​ ​simply​ ​unclear.
* attempts at development that are minimal or nonexistent; the paper is too short to demonstrate​ ​the​ ​development​ ​of​ ​an​ ​idea.

# Organization

This property checks how well structured the essay is. ​**NOTE**​: Since the dataset has the essays compressed into one line, please bear in mind that the paragraph information is lost. Hence, give​ ​writers​ ​the​ ​benefit​ ​of​ ​the​ ​doubt​ ​here.

**Score 6**​: The essay is well-organized. There is a clear flow of ideas with each idea self-contained (this is where we assume that each idea is contained in a paragraph). The essay has​ ​the​ ​appropriate​ ​form​ ​as​ ​a​ ​letter​ ​to​ ​the​ ​editor.

**Score 5**​: The essay shows good organization. There is a flow of ideas. However, the ideas are mostly​ ​self-contained.​ ​The​ ​essay ​ ​has​ ​the​ ​appropriate​ form​ ​​as​ ​a​ ​letter​ ​to​ ​the​ ​editor.

**Score 4**​: The essay shows satisfactory organization. It contains a basic introduction, body and conclusion.

**Score 3**​: The essay shows some organization. Its form may not be that of a letter to the editor.

Its​ ​ideas​ ​are​ ​not​ ​necessarily​ ​self-contained.

**Score**​​**2**​:​ ​Shows​ ​little​ ​or​ ​no​ ​evidence​ ​of​ ​organization.

**Score**​​**1**​:​ ​The​ ​essay​ ​is​ ​awkward​ ​and​ ​fragmented.​ ​Ideas​ ​are​ ​not​ ​self-contained.

# Word​ ​Choice

**Score 6:** Words convey the intended message in an exceptionally interesting, precise, and natural way appropriate to audience and purpose. The writer employs a rich, broad range of words which have been carefully chosen and thoughtfully placed for impact. The writing is characterized​ ​by

* accurate,​ ​strong,​ ​specific​ ​words;​ ​powerful ​words​ ​ ​energize​ ​the​ ​writing.
* fresh, ​ original​ ​ expression;​ ​ slang,​ ​ if​ ​ used,​ ​ seems​​ ​purposeful​ ​and ​​is​ ​effective.
* vocabulary ​ that​ ​ is​ ​ striking​ ​ and​ ​ ​varied, ​ but​ ​ that​ ​ ​is​ natural​ ​ and​ ​ not​ ​ overdone.​ • ordinary ​ words​ ​ used​ ​ ​in​ ​an ​ ​unusual​ ​way.
* words​ ​that​ ​evoke​ ​strong​ ​images;​ figurative​ ​​language​ ​may​ ​be​ ​used.

**Score 5:** Words convey the intended message in an interesting, precise, and natural way

appropriate to audience and purpose. The writer employs a broad range of words which have

been​ ​carefully​ ​chosen​ ​and​ ​thoughtfully​ ​placed​ ​for​ ​impact.​ ​The​ ​writing​ ​is​ ​characterized​ ​by

accurate, ​ specific​ ​ words;​ ​ word​ ​ choices​ ​ ​energize ​ ​the ​ ​writing.

* fresh, ​ ​vivid​ expression;​ ​ slang,​ ​ if​ ​ used,​ ​ seems​​ ​purposeful ​ and​ ​ is​ ​ effective.​
* vocabulary ​ ​that​ may​ ​ be​ ​ striking​ ​ and​ ​ ​varied, ​ but​ ​ that​ ​ ​is​ ​natural​ ​and​ ​not​ ​overdone.
* ordinary ​ words​ ​ used​ ​ in​ ​ an​ ​ unusual​ ​ way.​
* words​ ​that​ evoke​ ​ ​clear​ images;​ ​ figurative​​ language​​ ​may​ ​be​ used.​

**Score 4:** Words effectively convey the intended message. The writer employs a variety of words

that​ ​are​ ​functional​ ​and​ ​appropriate​ ​to​ ​audience​ ​and​ ​purpose.​ ​The​ ​writing​ ​is​ ​characterized​ ​by

* words​ ​that​ ​work​ ​but​ ​do​ not​ ​​particularly​ ​energize​ ​the ​ writing.​
* expression that is functional; however, slang, if used, does not seem purposeful

and​ ​is​ ​not​ ​particularly​ ​effective.

* attempts​ ​at​ ​colorful​ ​language​ ​that ​may​​ ​occasionally​ ​seem​ overdone.​
* occasional​ ​overuse​ ​of​ ​technical​ ​language​ ​or​ ​jargon.
* rare experiments with language; however, the writing may have some fine moments​ ​and​ ​generally​ ​avoids​ ​clichés.

**Score 3:** Language lacks precision and variety, or may be inappropriate to audience and purpose in places. The writer does not employ a variety of words, producing a sort of “generic”

paper​ ​filled​ ​with​ ​familiar​ ​words​ ​and​ ​phrases.​ ​The​ ​writing​ ​is​ ​characterized​ ​by

* words ​ that​ ​ work,​ ​ but​ ​ that​ ​ ​rarely ​ ​capture ​ ​the ​ ​reader’s ​ ​interest.
* expression that seems mundane and general; slang, if used, does not seem purposeful​ ​and​ ​is​ ​not​ ​effective.
* attempts ​ at​ ​ colorful​ ​ language​ ​ that​ ​ seem​ ​ ​overdone ​ or​ ​ ​forced.
* words that are accurate for the most part, although misused words may occasionally​ ​appear;​ ​technical​ ​language​ ​or​ ​jargon​ ​may​ ​be​ ​overused​ ​or​ ​inappropriately​ ​used.
* reliance​ on​ ​ ​clichés​ ​and​ ​overused​ ​expressions.
* text ​ that​ ​ is​ ​ too​ ​ ​short ​ to​ ​ demonstrate​ ​ ​variety.

**Score 2:** Language is monotonous and/or misused, detracting from the meaning and impact.

The​ ​writing​ ​is​ ​characterized​ ​by

* words ​ that​ ​ are​ ​ ​colorless,​ ​flat​ ​or​ ​imprecise.
* monotonous repetition or overwhelming reliance on worn expressions that repeatedly​ ​detract​ ​from​ ​the​ ​message.

**Score 1:** The writing shows an extremely limited vocabulary or is so filled with misuses of words that the meaning is obscured. Only the most general kind of message is communicated

because​ ​of​ ​vague​ ​or​ ​imprecise​ ​language.​ ​The ​ writing​ ​ is​ ​ characterized​ ​ by​

* general,​ ​vague​ ​words​ that​ ​ ​fail​ to​ ​ ​communicate.
* an ​ extremely​ ​ limited​ ​ range​ ​ of​ ​ words.​
* words that simply do not fit the text; they seem imprecise, inadequate, or just plain​ ​wrong.

# Sentence​ ​Fluency

**Score 6:** The writing has an effective flow and rhythm. Sentences show a high degree of craftsmanship, with consistently strong and varied structure that makes expressive oral reading easy​ ​and​ ​enjoyable.​ ​The​ writing​ ​ is​ ​ characterized​ ​ by​

* a natural, fluent sound; it glides along with one sentence flowing effortlessly into the​ ​next.
* extensive variation in sentence structure, length, and beginnings that add interest

to​ ​the​ ​text.

* sentence structure that enhances meaning by drawing attention to key ideas or

reinforcing​ ​relationships​ ​among​ ​ideas.

* varied sentence patterns that create an effective combination of power and grace.
* strong​ ​control​ ​over​ ​sentence​ ​structure;​ ​fragments,​ if​ ​​used​ ​at​ ​all,​ ​work​ ​well.
* stylistic ​ control;​ ​ dialogue,​ ​ ​if​ ​used,​ ​sounds​ ​natural.

**Score 5:** The writing has an easy flow and rhythm. Sentences are carefully crafted, with strong and varied structure that makes expressive oral reading easy and enjoyable. The writing is characterized​ ​by

* a ​ natural,​ ​ fluent​ ​ sound;​ ​ it​ ​ glides​ ​ along​ ​ with​ ​ one​ ​ ​sentence ​ ​flowing ​ into​ ​ the​ ​ next.​
* variation in sentence structure, length, and beginnings that add interest to the text.
* sentence ​ structure​ ​ that​ ​ enhances​ ​ meaning.​
* control​ over​ ​ sentence​ ​ ​structure;​ ​fragments,​ ​if​ used​ ​ at​ ​ ​all, ​ work​ ​ well.​
* stylistic​ ​control;​ ​dialogue,​ ​if​ ​used,​ ​sounds​ ​natural.

**Score 4:** The writing flows; however, connections between phrases or sentences may be less than fluid. Sentence patterns are somewhat varied, contributing to ease in oral reading. The writing​ ​is ​ characterized​ ​ by​

* a natural sound; the reader can move easily through the piece, although it may

lack​ ​a​ ​certain​ ​rhythm​ ​and​ ​grace.

* some repeated patterns of sentence structure, length, and beginnings that may detract​ ​somewhat​ ​from​ ​overall​ ​impact.
* strong control over simple sentence structures, but variable control over more complex​ ​sentences;​ ​fragments,​ ​if​ ​present, ​ are​ ​ usually​ ​ effective.​
* occasional lapses in stylistic control; dialogue, if used, sounds natural for the

most​ ​part,​ ​but​ ​may​ ​at​ ​times​ ​sound​ ​stilted​ ​or​ ​unnatural.

**Score 3:** The writing tends to be mechanical rather than fluid. Occasional awkward

constructions​ ​may​ ​force​ ​the​ ​reader​ ​to​ ​slow​ ​down​ ​or​ ​reread.​ ​The​ ​writing​ ​is​ ​characterized​ ​by

* some ​ passages​ ​ that​ ​ invite​ ​ fluid​ ​ oral​ ​reading;​ ​however,​ ​ others​ ​ ​do ​ not.​
* some variety in sentence structure, length, and beginnings, although the writer falls​ ​into​ ​repetitive​ ​sentence​ ​patterns.

good control over simple sentence structures, but little control over more complex

sentences;​ ​fragments,​ ​if​ ​present,​ ​may​ ​not​ ​be​ ​effective.

* sentences ​ which,​ ​ although​ ​ functional,​ ​ lack​ ​ energy.​
* lapses​ ​in ​ stylistic​ ​ control;​ ​ dialogue,​ ​ if​ ​ used,​ ​ ​may ​ ​sound​ ​stilted​ ​or​ unnatural.​
* text ​ that​ ​ is​ ​ too​ ​ short​ ​ to​ ​ ​demonstrate ​ ​variety ​ and​ ​ ​control.

**Score 2:** The writing tends to be either choppy or rambling. Awkward constructions often force the​ ​reader​ ​to​ ​slow​ ​down​ ​or​ ​reread.​ ​The​ ​writing ​ is​ ​ characterized​ ​ by​

* significant ​ portions​ ​ of​ ​ ​the​ ​text ​that​ ​ are​​ ​difficult ​ ​ to ​ follow​ ​ or​ ​ read​ ​ aloud.​
* sentence patterns that are monotonous (e.g., subject-verb or subject-verb-object).
* a ​ significant​ ​ number​ ​ of​ ​ awkward,​ ​ choppy,​ ​ ​or ​ rambling​ ​ ​constructions.

**Score 1:** The writing is difficult to follow or to read aloud. Sentences tend to be incomplete, rambling,​ ​or ​ very​ ​ awkward.​ ​ The​ ​ writing​ ​ is​ ​ characterized​ ​ by​

•​ ​ ​ ​ ​ ​ ​ ​ ​text​ ​that​ does​ ​ ​not​ invite—and​ ​ ​may ​not​ ​ even​ ​ permit—smooth​ ​ oral​ ​ reading.​

•​ ​ ​ ​ ​ ​ ​ ​ confusing​ ​ word​ ​ order​ ​ that​ ​ is​ ​ often​ ​ ​ jarring​ ​and​ ​irregular.

* ​ ​ ​ ​ ​ ​ ​ ​ sentence​ ​ structure​ ​ ​that ​ frequently​ ​ obscures​ ​ meaning.​

•​ ​ ​ ​ ​ ​ ​ ​ ​sentences​ ​that​ ​are​ ​disjointed,​ ​confusing,​ ​or​ ​rambling..

# Conventions

**Score 6:** The writing demonstrates exceptionally strong control of standard writing conventions (e.g., punctuation, spelling, capitalization, grammar and usage) and uses them effectively to enhance communication. Errors are so few and so minor that the reader can easily skim right

over​ ​them​ ​unless​ ​specifically​ ​searching​ ​for​ ​them.​ ​The​ ​writing​ ​is​ ​characterized​ ​by

* strong control of conventions; manipulation of conventions may occur for stylistic effect.
* strong,​ ​effective​ ​use​ ​of​ ​punctuation​ ​that​ guides​ ​​the​ ​reader​ ​through​ ​the​ ​text.
* correct​ spelling,​ ​ even​ ​ of​ ​ more​ ​ difficult​ ​ words.​
* correct​ ​grammar ​ and​ ​ usage​ ​ that​ ​ contribute​ ​​to ​ ​clarity ​ and​ ​ style.​
* skill​ ​in​ ​using​ ​a​ ​wide ​ ​range​ ​of ​ ​conventions ​​in ​​a​ ​sufficiently​ ​long​ ​and​ ​complex ​​piece.
* little​ ​or​ ​no​ ​need​ ​for​ ​editing.

**Score 5:** The writing demonstrates strong control of standard writing conventions (e.g., punctuation, spelling, capitalization, grammar and usage) and uses them effectively to enhance communication. Errors are few and minor. Conventions support readability. The writing is characterized​ ​by

* strong​ control​ ​ ​of ​ conventions.​
* effective​ ​use ​ ​of​ ​punctuation​ ​that ​ ​guides ​​the ​​reader​ ​through​ ​the​ text.​
* correct ​ spelling,​ ​ even​ ​ of​ ​ more​ ​ difficult​ ​ words.​
* correct ​ capitalization;​ ​ errors,​ ​ if​ ​ any,​ ​ are​ ​ minor.​
* correct ​ grammar​ ​ and​ ​ usage​ ​ that​ ​ ​ contribute ​to​​ ​clarity​ ​and​ style.​

skill​ ​in​ ​using​ ​a​ ​wide​ ​range​ ​of​ ​conventions​ ​in​ ​a​ ​sufficiently​ ​long​ ​and​ ​complex​ ​piece.

* little​ ​need​ for​ ​ ​editing.

**Score 4:** The writing demonstrates control of standard writing conventions (e.g., punctuation, spelling, capitalization, grammar and usage). Significant errors do not occur frequently. Minor

errors,​ ​while​ ​perhaps​ ​noticeable,​ ​do​ ​not​ ​impede​ ​readability.​ ​The​ ​writing​ ​is​ ​characterized​ ​by

* control​ ​over​ ​conventions​ ​used,​ ​although ​ a​ ​ wide​ ​ range​ ​ ​is ​ not​ ​ demonstrated.​
* correct end-of-sentence punctuation; internal punctuation may sometimes be incorrect.
* spelling​ ​that​ ​is​ ​usually​ ​correct, ​especially​​ ​on​ ​common​ ​words.
* correct​ ​capitalization;​ ​errors,​ ​if ​ any,​ ​ ​are ​ minor.​
* occasional lapses in correct grammar and usage; problems are not severe enough​ ​to​ ​distort ​ meaning​ ​ or​ ​ confuse​​ the​ ​ reader.​
* moderate​ ​need​ ​for​ ​editing.

**Score 3:** The writing demonstrates limited control of standard writing conventions (e.g., punctuation, spelling, capitalization, grammar and usage). Errors begin to impede readability.

The​ ​writing​ ​is​ ​characterized​ ​by

* some control over basic conventions; the text may be too simple or too short to reveal​ ​mastery.
* end-of-sentence punctuation that is usually correct; however, internal punctuation contains ​ frequent​ ​ errors.​
* spelling​ ​errors​ ​that​ ​distract​ ​the​ ​reader; ​misspelling​​ of​ ​ ​common ​​words​ ​occurs.
* capitalization​ ​errors.
* errors in grammar and usage that do not block meaning but do distract the reader.
* significant​ ​need​ ​for​ ​editing.

**Score 2:** The writing demonstrates little control of standard writing conventions. Frequent, significant​ ​errors​ ​impede​ ​readability. ​ The​ ​ writing​ ​ is​ ​ characterized​ ​ by​

* little​ ​control​ ​over​ ​basic​ conventions.​
* many end-of-sentence punctuation errors; internal punctuation contains frequent errors.
* spelling errors that frequently distract the reader; misspelling of common words often​ ​occurs.
* capitalization​ ​that​ ​is​ ​inconsistent​ ​or​ ​often​ ​incorrect.
* errors ​ in​ ​ grammar​ ​ and​ ​ usage​ ​ that​ ​interfere​​ ​with​ ​readability​ ​and​ meaning.​
* substantial ​ need​ ​ for​ ​ editing.​

**Score 1:** Numerous errors in usage, spelling, capitalization, and punctuation repeatedly distract the reader and make the text difficult to read. In fact, the severity and frequency of errors are so overwhelming that the reader finds it difficult to focus on the message and must reread for meaning.​ ​The​ ​writing​ ​is​ ​characterized​ ​by

very​ ​limited​ ​skill​ ​in​ using​ ​ conventions.​

* basic punctuation (including end-of-sentence punctuation) that tends to be omitted,​ ​haphazard,​ ​or​ ​incorrect.
* frequent​ ​spelling​ ​errors​ ​that​ ​significantly ​ ​impair​ ​readability. • capitalization ​ that​ ​ appears​ ​ to​ ​ be​ ​ random.​
* a​ need​ ​ ​for​ ​extensive​ ​editing.

**In**​​**case**​​**of**​​**doubts**

Since some of the ratings may be close, award the ​**LOWER** grade in case there is not enough information,​ ​i.e.​ ​that​ ​there​ ​are​ ​too​ ​few​ ​sentences​ ​/​ ​words.