

	CRITICAL RESPONSE	DEVELOPMENT	ORGANIZATION	WORD CHOICE	SENTENCE STRUCTURE, GRAMMAR, AND MECHANICS
6	<ul style="list-style-type: none"> Summarizes the main idea and three supporting ideas of the text. <i>One or two short phrases</i> may be copied. <i>Competently</i> relates and integrates relevant elements from the writer's reading, learning, and/or experience with a discussion of idea(s) in the text. <i>Integrates idea(s) of wider significance.</i> <i>Almost always</i> focused on task. 	<ul style="list-style-type: none"> Student's idea(s) related to the passage are <i>competently</i> developed throughout <i>most of the essay</i>. Approaches to development (e.g. description, narration, and/or explanation) are used <i>competently</i>. Relevant reasons, examples and details are used <i>competently</i>. 	<ul style="list-style-type: none"> Organizational structure of the essay <i>almost always</i> supports the writer's central focus and the clarity of the writer's ideas. Paragraphs <i>almost always</i> have a distinct focus. <i>Almost always</i> cohesive from sentence to paragraph. Transitional devices are <i>almost always</i> used competently. 	<ul style="list-style-type: none"> Uses a <i>wide variety</i> of appropriate independent vocabulary throughout the essay to discuss idea(s) from text. <i>Basic and many intermediate ESL</i> words are <i>almost always</i> used correctly. <i>Some advanced ESL</i> words are used correctly. <i>Almost always</i> conveys meaning clearly, although word choice may sometimes be general. 	<ul style="list-style-type: none"> <i>Complex sentences are used throughout the essay. A few advanced grammar structures</i> present. Sentence structure and advanced grammar are <i>almost always</i> used correctly. Grammar, usage, and mechanics are <i>mostly correct</i>. May have some <i>surface errors</i>. <i>Almost always</i> comprehensible. A <i>few errors</i> impede comprehension of a word or phrase.
5	<ul style="list-style-type: none"> Summarizes the main idea and two supporting ideas of the text. <i>A few phrases</i> may be copied. <i>Sometimes demonstrates competent attempted</i> at relating and integrating relevant elements from the writer's reading, learning, and/or experience with a discussion of idea(s) in the text. <i>Brief attempt to integrate ideas of wider significance.</i> 	<ul style="list-style-type: none"> Student's idea(s) related to the passage are <i>competently</i> developed in <i>some of the essay</i>. <i>Sometimes</i> needs more development. Approaches to development (e.g., description, narration, and/or explanation) are <i>sometimes used competently</i> - uneven. Relevant reasons, examples and details are <i>sometimes used</i> 	<ul style="list-style-type: none"> Organizational structure of the essay <i>mostly</i> supports the writer's central focus, but is uneven. Paragraphs <i>mostly</i> have a distinct focus. They may be slightly repetitive or there may be a few digressions within paragraphs. <i>Mostly</i> cohesive from sentence to sentence and paragraph to paragraph. Transitional devices 	<ul style="list-style-type: none"> Uses <i>some variety</i> of appropriate independent vocabulary to discuss idea(s) from text. In a <i>few instances</i>, may use vocabulary from the text where independent vocabulary could be used. <i>Basic and some intermediate ESL</i> words are <i>almost always</i> used correctly. A <i>few advanced ESL</i> words are used correctly. 	<ul style="list-style-type: none"> There are <i>some complex sentences used correctly</i>, but there may be <i>some used incorrectly</i>. Basic sentence structure is <i>mostly correct</i>. Grammar, usage and mechanics are <i>mostly correct</i>. <i>Some surface errors</i>. A <i>few errors</i> interrupt the reader's focus. A <i>few errors</i> impede comprehension of a

	CRITICAL RESPONSE	DEVELOPMENT	ORGANIZATION	WORD CHOICE	SENTENCE STRUCTURE, GRAMMAR, AND MECHANICS
	<ul style="list-style-type: none"> • <i>Mostly</i> focused on task. 	<i>competently</i> - uneven.	<i>mostly</i> used competently.	<ul style="list-style-type: none"> • <i>Mostly</i> conveys meaning clearly. 	<i>sentence, as well as words and phrases.</i>
4	<ul style="list-style-type: none"> • Summarizes the main idea and one supporting idea of the text. <i>Some phrases</i> may be copied from the text. • <i>Sometimes demonstrates basic attempts</i> at relating and integrating relevant elements from the writer's reading, learning, and/or experience with a discussion of idea(s) in the text. • <i>Sometimes</i> focused on task. 	<ul style="list-style-type: none"> • Student's idea(s) related to the passage are <i>briefly</i> developed. <i>Often</i> needs more development. • Approaches to development (e.g. description, narration, and/or explanation) <i>are used in a basic way</i>. • Relevant reasons are <i>sometimes briefly developed</i>. Relevant examples and details may be <i>similar</i> to those in the text, but <i>do not parrot the text</i>. 	<ul style="list-style-type: none"> • Organizational structure of the essay <i>sometimes</i> supports the writer's central focus and the clarity of the writer's ideas. • Paragraphs <i>sometimes</i> have a distinct focus. They may <i>sometimes</i> be disorganized or repetitive. • <i>Sometimes</i> cohesive from sentence to sentence and paragraph to paragraph. Transitional devices are <i>sometimes</i> used competently. 	<ul style="list-style-type: none"> • Uses a <i>limited variety</i> of independent vocabulary; <i>sometimes</i> uses vocabulary from the text where independent vocabulary could be used. • <i>Basic ESL</i> words are <i>almost always</i> used correctly. <i>A few intermediate ESL</i> words are used correctly. • <i>Sometimes</i> uses words that fail to convey meaning clearly. 	<ul style="list-style-type: none"> • <i>Only a few</i> complex sentences are <i>used correctly</i>. Basic sentence structure is <i>mostly correct</i>. • Grammar, usage and mechanics are <i>sometimes</i> correct. <i>Many surface errors</i>. • Some <i>errors</i> impede comprehension of a sentence, as well as words or phrases.
3	<ul style="list-style-type: none"> • Summarizes the main idea OR two supporting ideas of the text. <i>A few sentences</i> may be copied from the text. • <i>Minimal attempts</i> at relating and integrating relevant elements from the writer's reading, learning, and/or experience with a discussion of idea(s) in 	<ul style="list-style-type: none"> • Student(s) idea(s) related to the passage are <i>minimally</i> developed. May be only a few very short paragraphs. • Approaches to development (e.g. description, narration, and/or explanation) are <i>used in a minimal way</i>. • <i>Only a few</i> relevant 	<ul style="list-style-type: none"> • Organizational structure of the essay <i>seldom</i> supports the writer's central focus and clarity of the writer's ideas. • Paragraphs <i>seldom</i> have a distinct focus and may be repetitive. Paragraphs may be very short. • <i>Seldom</i> cohesive from sentence to sentence and 	<ul style="list-style-type: none"> • <i>Seldom</i> uses independent vocabulary to discuss ideas from the text. • <i>Only basic ESL vocabulary</i> is used. <i>Some</i> words are used incorrectly. • Overall essay is comprehensible but <i>often</i> uses words that fail to convey meaning 	<ul style="list-style-type: none"> • <i>No or almost no complex sentences</i> are <i>used correctly</i>. Basic sentence structure is <i>sometimes</i> correct. • Grammar, usage and mechanics are <i>seldom</i> correct. • General idea comprehensible. Errors impede comprehension of <i>some parts of the</i>

	CRITICAL RESPONSE	DEVELOPMENT	ORGANIZATION	WORD CHOICE	SENTENCE STRUCTURE, GRAMMAR, AND MECHANICS
	<p>the text.</p> <ul style="list-style-type: none"> • <i>Seldom</i> focused on task. 	<p>reasons, examples or details are present. They are <i>brief, shallow, or parrot the text</i>.</p>	<p>paragraph to paragraph. Transitional devices are <i>seldom</i> used competently.</p>	<p>clearly.</p>	<p><i>essay</i>.</p>
2	<ul style="list-style-type: none"> • Summarizes <i>very little</i> of the text. <i>Most information</i> related to the text may be copied. • <i>Almost no attempts</i> at relating and integrating relevant elements from the writer's reading, learning, and/or experience with a discussion of idea(s) in the text. • <i>Rarely</i> focused on task. 	<ul style="list-style-type: none"> • <i>Very little development, even minimally</i>, of any idea(s). May be only one paragraph. • Approaches to development are <i>almost never</i> used, even minimally, to develop ideas. • <i>May have only one</i> relevant example or <i>examples may be irrelevant</i>. 	<ul style="list-style-type: none"> • <i>Very little</i> organizational structure. May be only one paragraph. • <i>Very little</i> grouping of ideas. • <i>Very little</i> cohesiveness from sentence to sentence and paragraph to paragraph. May include a transitional phrase. 	<ul style="list-style-type: none"> • <i>Rarely</i> uses independent vocabulary to discuss ideas in the text. • <i>Only very basic ESL vocabulary</i> is used. <i>Many</i> words are used incorrectly. May have strong first language interference. • <i>Rarely</i> conveys meaning clearly. <i>Some parts of the essay</i> are incomprehensible or difficult to understand. 	<ul style="list-style-type: none"> • Basic sentence structure is <i>rarely</i> correct. • Grammar, usage and mechanics are <i>rarely correct</i>. • Errors impede comprehension of <i>most of the essay</i>. <i>Some parts</i> of the essay may be <i>incomprehensible</i>.
1	<ul style="list-style-type: none"> • Summarizes <i>almost none</i> of the text. <i>Almost all</i> references to the text may be copied. Essay may be just a few sentences long. • <i>No attempts</i> at relating and integrating relevant elements from the writer's reading, learning, and/or experience with a discussion of idea(s) in the text. 	<ul style="list-style-type: none"> • <i>Almost no</i> development of any ideas. • <i>No approaches</i> to development evident. May be extremely short, or mostly copied. • May have <i>only an attempt at an example</i>, which is difficult to comprehend. 	<ul style="list-style-type: none"> • <i>Almost no</i> organizational structure. May include paragraphs with just one or two sentences. • <i>Almost no</i> grouping of ideas. • <i>Almost no</i> cohesiveness from sentence to sentence and paragraph to paragraph. Almost all sentences may be followed by completely unrelated sentences. 	<ul style="list-style-type: none"> • <i>Almost never</i> uses independent vocabulary to discuss ideas from the text. May be only a few sentences. • <i>Only very basic ESL vocabulary</i>. May have strong first language interference or non-English words. • <i>Almost never</i> conveys meaning clearly. <i>Almost all</i> incomprehensible. 	<ul style="list-style-type: none"> • Demonstrates <i>almost no understanding</i> of basic sentence structure. • Grammar, usage and mechanics are <i>almost never</i> correct. May contain first language interference or mix of English and another language. • <i>Almost all</i> incomprehensible.

	CRITICAL RESPONSE	DEVELOPMENT	ORGANIZATION	WORD CHOICE	SENTENCE STRUCTURE, GRAMMAR, AND MECHANICS
	<ul style="list-style-type: none"> • <i>Almost no</i> focus on task. 				
0	<ul style="list-style-type: none"> • <i>No</i> understanding of text or directions. <i>All</i> references to text may be copied, or page blank. • <i>Nothing</i> related to the text. • <i>No</i> focus on the task. 	<ul style="list-style-type: none"> • <i>No</i> development of ideas. May consist of random words or phrases. • <i>No</i> approaches to development. • <i>No</i> relevant examples or details. 	<ul style="list-style-type: none"> • <i>No</i> organizational structure. • May be random words. • <i>No</i> cohesiveness. 	<ul style="list-style-type: none"> • <i>No</i> vocabulary related to topic. • Page may be copied, or written in another language. • May be completely incomprehensible. 	<ul style="list-style-type: none"> • <i>No</i> sentence structure. • <i>No</i> understanding of grammar. • Response may be written in a language other than English.

Definitions for some key italicized words or phrases:

Seldom - about a third

Often - a majority

Sometimes - about half

Competently - below the standard of “skillfully,” “effectively,” or “fully”

Basic - overly general or somewhat unclear

Minimal - below the standard of “basic”; very vague, unclear, or very incomplete

Uneven - sometimes not at the standard of competent

Advanced ESL vocabulary - less common words used primarily in academic texts or disciplines (e.g. “factor,” “sector,” “assess,”)

Intermediate ESL vocabulary - used in written texts and less often in everyday speaking (e.g. “environment,” “advantages,” “assignment”)

Basic ESL vocabulary - used often in everyday speaking (e.g. “mistake,” “change,” “important,” “enough”)

Very basic ESL vocabulary - most common words in English (e.g. “people,” “give,” “good,” “now”)

Strong first language interference - >30% of text influenced by first language

Some parts of the essay - a paragraph or more, or multiple sentences equaling about a paragraph or more in length across the essay

Complex sentences - sentences with independent and dependent clauses (noun, adverb, and adjective clauses)

Advanced grammar structures - passive voice, conditional sentences, long noun phrases, gerund phrases

Basic sentence structure - a simple independent clause (with no embedded dependent clauses) or a compound sentence with two simple independent clauses. Correct basic sentence structure includes using the correct word from in the subject/verb/object position.

Surface errors - errors that do not interfere with meaning or focus (e.g. subject/verb agreement, missing articles or plurals)

Errors that interrupt the reader's focus - surface errors that do not impede comprehension but distract to the point of creating a “bump” in the reader's experience

Errors that impede comprehension - errors that require a reader unfamiliar with ESL interlanguage to re-read the word, phrase, or sentence to comprehend the meaning