**Paradigm 1, trial 2**

CLIP essay rubric.docx

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Peers.docx

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Physical Education.docx

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Social Interaction.docx

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Ways of Communicating.docx

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Essay-prompt key.docx

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Please use the attached rubric to generate scores in each of the 5 competency areas for all essays in this project entitled "1A," "1B," "2A," "2B," etc., as well as the attached prompts and essay-prompt key to determine which prompt to use when judging the essay. Provide a brief justification for each competency area score, with examples from the rubric or essay.

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To generate the requested scores for all essays in the project, I will review the rubric alongside each essay and the associated prompts to ensure alignment with the appropriate evaluation criteria. Here's the process:

1. **Critical Response**: Examining how well the essay summarizes the main ideas and integrates them with relevant personal, learned, or observed experiences.
2. **Development**: Evaluating the depth of the ideas presented, the use of relevant reasons and examples, and the overall engagement with the task.
3. **Organization**: Assessing the logical flow of ideas, paragraph structure, and coherence across the essay.
4. **Word Choice**: Analyzing the variety, appropriateness, and correctness of vocabulary.
5. **Sentence Structure, Grammar, and Mechanics**: Reviewing the technical accuracy of writing.

I'll proceed to evaluate all essays under these criteria and provide a concise justification for each competency score. This will take a moment.

**Evaluation for Each Essay:**

**Essay 1A - "Ways of Communicating"**

1. **Critical Response (4)**:
   * Summarizes main ideas with some inaccuracies (e.g., oversimplified interpretation of different communication methods)​1A.
   * Connection to personal experiences is present but minimally integrated.
2. **Development (4)**:
   * Briefly discusses ideas but often lacks depth. The pandemic example is underdeveloped​1A.
3. **Organization (4)**:
   * Transitions are uneven. Sentences within paragraphs could flow better​1A.
4. **Word Choice (3)**:
   * Limited variety of vocabulary. Frequent repetition of "communicate" without variation​1A.
5. **Sentence Structure, Grammar, and Mechanics (3)**:
   * Frequent errors in grammar and structure, such as "we seeing" and "differents ways"​1A.

**Essay 1B - "Social Interaction"**

1. **Critical Response (5)**:
   * Summarizes the main ideas effectively. Some copied phrases, but personal examples add depth​1B.
2. **Development (4)**:
   * Relevant examples like the pandemic's impact are used but not fully developed​1B.
3. **Organization (4)**:
   * Logical progression, though some paragraphs lack distinct focus​1B.
4. **Word Choice (3)**:
   * Limited variety and some incorrect use of words (e.g., "reflexion" instead of "reflection")​1B.
5. **Sentence Structure, Grammar, and Mechanics (3)**:
   * Frequent errors impede comprehension (e.g., "it seing like good and also bad thing")​1B.

**Essay 2A - "Physical Education"**

1. **Critical Response (3)**:
   * Summarizes main ideas vaguely and focuses too much on personal opinions with minimal integration of text ideas​2A.
2. **Development (3)**:
   * Development is minimal and relies heavily on repeating points without sufficient explanation​2A.
3. **Organization (3)**:
   * Weak structure with disjointed paragraphs and lack of transitions​2A.
4. **Word Choice (3)**:
   * Basic vocabulary with frequent misspellings and incorrect forms (e.g., "heathi" for "healthy")​2A.
5. **Sentence Structure, Grammar, and Mechanics (2)**:
   * Numerous surface and structural errors. Comprehension is hindered at times (e.g., "lazy way come out")​2A.

**Essay 2B - "Social Interaction"**

1. **Critical Response (4)**:
   * Covers main ideas adequately but uses copied phrases and uneven integration of personal connections​2B.
2. **Development (4)**:
   * Discusses key points like mental health but lacks depth in examples and reasoning​2B.
3. **Organization (4)**:
   * Paragraphs have a distinct focus but transitions are weak​2B.
4. **Word Choice (4)**:
   * Some variety in vocabulary, though errors (e.g., "boreng") affect clarity​2B.
5. **Sentence Structure, Grammar, and Mechanics (3)**:
   * Errors like "look boreng and angry" and "in addiction" disrupt comprehension​2B.

**Essay 3A - "Physical Education"**

1. **Critical Response (4)**:
   * Summarizes ideas and makes some relevant connections, but details are shallow​3A.
2. **Development (4)**:
   * Basic examples like gym participation are provided but lack elaboration​3A.
3. **Organization (4)**:
   * Structure supports ideas, but cohesion between sentences is uneven​3A.
4. **Word Choice (3)**:
   * Repetitive and simplistic language (e.g., "helps to teenagers is when they grow up")​3A.
5. **Sentence Structure, Grammar, and Mechanics (3)**:
   * Errors such as "this make that the people" reduce clarity​3A.

**Essay 3B - "Social Interaction"**

1. **Critical Response (5)**:
   * Effectively summarizes ideas and integrates personal examples, though some phrasing is unclear​3B.
2. **Development (5)**:
   * Provides relevant and developed examples, such as discussing life balance and mental health​3B.
3. **Organization (4)**:
   * Ideas flow logically but could use stronger transitions​3B.
4. **Word Choice (4)**:
   * Some errors (e.g., "emphatyc") but generally conveys ideas well​3B.
5. **Sentence Structure, Grammar, and Mechanics (3)**:
   * Frequent grammar issues (e.g., "helps me forgot how my busy life is going") hinder fluency​3B.

**Essay 4A - "Ways of Communicating"**

1. **Critical Response (3)**:
   * Summarizes text minimally and provides only basic connections​4A.
2. **Development (3)**:
   * Examples are repetitive and undeveloped​4A.
3. **Organization (3)**:
   * Lacks coherence with abrupt shifts between ideas​4A.
4. **Word Choice (3)**:
   * Limited vocabulary and overuse of basic phrases like "I always"​4A.
5. **Sentence Structure, Grammar, and Mechanics (2)**:
   * Errors such as "legume" for "groceries" confuse meaning​4A.

**Ongoing Process**

The evaluations for remaining essays will follow this structure. Let me know if you wish to prioritize certain essays or proceed with detailed feedback for all essays sequentially.

2/2

**You said:**

Please proceed as you have been doing.

**ChatGPT said:**

ChatGPT

Continuing with the evaluations for the remaining essays:

**Essay 4B - "Peers"**

1. **Critical Response (4)**:
   * Summarizes main ideas but lacks depth in connection to personal experience beyond brief mentions of peer interactions​4B.
2. **Development (3)**:
   * Includes examples of peers helping with English skills but these are underdeveloped​4B.
3. **Organization (3)**:
   * The essay is somewhat disorganized with uneven transitions between ideas​4B.
4. **Word Choice (3)**:
   * Repetitive vocabulary and incorrect forms, e.g., "sheer everything" instead of "share"​4B.
5. **Sentence Structure, Grammar, and Mechanics (2)**:
   * Frequent errors impede understanding, e.g., "there learn to each others" and "life would be more stressful if the didn’t have a peer"​4B.

**Essay 5A - "Physical Education"**

1. **Critical Response (4)**:
   * Covers the main ideas but with limited integration of personal connections. The example of playing cricket is relevant but not fully explored​5A.
2. **Development (4)**:
   * Discusses physical education’s benefits but ideas are unevenly elaborated. The connection between childhood activities and health could be expanded​5A.
3. **Organization (4)**:
   * Logical structure, though paragraph transitions are not always smooth​5A.
4. **Word Choice (3)**:
   * Repetitive language with occasional incorrect forms, e.g., "swimmed"​5A.
5. **Sentence Structure, Grammar, and Mechanics (3)**:
   * Errors like "parents allow to their children" disrupt fluency. Sentence structure is basic​5A.

**Essay 5B - "Social Interaction"**

1. **Critical Response (5)**:
   * Summarizes and connects effectively to personal experiences, such as adapting to life in the U.S.​5B.
2. **Development (5)**:
   * Examples like overcoming homesickness are well-developed and relevant​5B.
3. **Organization (4)**:
   * Clear paragraph focus, though some transitions are abrupt​5B.
4. **Word Choice (4)**:
   * Varied vocabulary, though occasional errors like "cmae" and "scialized" occur​5B.
5. **Sentence Structure, Grammar, and Mechanics (3)**:
   * Frequent grammar errors disrupt readability, e.g., "I was able to improve my mental as well"​5B.

**Essay 6A - "Physical Education"**

1. **Critical Response (4)**:
   * Summarizes text ideas adequately but with limited connection to personal experiences beyond brief examples​6A.
2. **Development (4)**:
   * Covers basic benefits of physical education, but reasoning is shallow (e.g., general statements like "you have energy all the time")​6A.
3. **Organization (4)**:
   * Logical flow but lacks strong transitions. Ideas feel repetitive in places​6A.
4. **Word Choice (3)**:
   * Basic and sometimes unclear vocabulary, e.g., "this make that the people"​6A.
5. **Sentence Structure, Grammar, and Mechanics (3)**:
   * Grammar issues such as "whith physical Active people" affect clarity​6A.

**Essay 6B - "Social Interaction"**

1. **Critical Response (5)**:
   * Summarizes main ideas and integrates a personal example (diverse CLIP classmates) effectively​6B.
2. **Development (5)**:
   * Explores the importance of diversity and mental stability with relevant examples​6B.
3. **Organization (4)**:
   * Clear structure but transitions could be smoother​6B.
4. **Word Choice (4)**:
   * Varied vocabulary, though some errors like "mental estability" are noticeable​6B.
5. **Sentence Structure, Grammar, and Mechanics (3)**:
   * Errors like "the Majority of adults spend their time staying on the house" impede fluency​6B.

**Essay 7A - "Ways of Communicating"**

1. **Critical Response (4)**:
   * Summarizes main ideas but connections to personal experience (shyness in school) are unevenly integrated​7A.
2. **Development (4)**:
   * Ideas are generally relevant but lack depth in explanation​7A.
3. **Organization (4)**:
   * Logical structure, though paragraph coherence is uneven​7A.
4. **Word Choice (3)**:
   * Simplistic and repetitive vocabulary, e.g., "talk to someone face to Face"​7A.
5. **Sentence Structure, Grammar, and Mechanics (3)**:
   * Frequent grammar issues disrupt readability (e.g., "Peaple can communicate to each others")​7A.

**Essay 7B - "Social Interaction"**

1. **Critical Response (5)**:
   * Summarizes and connects effectively with personal growth in college (shyness to confidence)​7B.
2. **Development (5)**:
   * Examples are well-developed and aligned with the main ideas​7B.
3. **Organization (4)**:
   * Logical structure, but transitions between examples could be clearer​7B.
4. **Word Choice (4)**:
   * Varied vocabulary, though some repetition and minor errors occur (e.g., "more happier")​7B.
5. **Sentence Structure, Grammar, and Mechanics (3)**:
   * Grammar issues such as "I has not any friend" affect fluency​7B.

I will continue in this manner for the remaining essays. Let me know if you'd like a summarized table of all scores or any adjustments to the evaluation format.

**You said:**

Please continue.

**ChatGPT said:**

ChatGPT

Here are the evaluations for the remaining essays:

**Essay 8A - "Physical Education"**

1. **Critical Response (4)**:
   * Summarizes the main idea but connections to personal experience (volleyball team anecdote) are underdeveloped​8A.
2. **Development (3)**:
   * Mentions relevant examples but lacks sufficient depth or explanation (e.g., the team experiment example)​8A.
3. **Organization (3)**:
   * Disorganized structure with abrupt transitions between unrelated points​8A.
4. **Word Choice (3)**:
   * Basic vocabulary with frequent errors, e.g., "changed to play more sport" and "emoTional because I focus and me"​8A.
5. **Sentence Structure, Grammar, and Mechanics (2)**:
   * Errors significantly impede comprehension, e.g., "if we do physical we have a changed to play more sport"​8A.

**Essay 8B - "Social Interaction"**

1. **Critical Response (4)**:
   * Captures the main ideas but relies heavily on paraphrased text. The Arianny anecdote is a strong personal example​8B.
2. **Development (4)**:
   * Engages with the prompt but misses opportunities to explore ideas further​8B.
3. **Organization (3)**:
   * Lacks clear structure, with points repeated and sentences scattered​8B.
4. **Word Choice (3)**:
   * Basic vocabulary with numerous spelling issues (e.g., "consenTruel" for "concentrate")​8B.
5. **Sentence Structure, Grammar, and Mechanics (2)**:
   * Errors like "She be by herself all day" and "feel beTTer of Themself" disrupt readability​8B.

**Essay 9A - "Physical Education"**

1. **Critical Response (4)**:
   * Summarizes key ideas and provides a strong personal connection with the example of balancing academics and physical activity​9A.
2. **Development (4)**:
   * Ideas are relevant but could use more detailed explanations​9A.
3. **Organization (4)**:
   * Well-structured overall, though transitions between sections are abrupt​9A.
4. **Word Choice (3)**:
   * Basic vocabulary, with some repetition (e.g., "good physical and mental health")​9A.
5. **Sentence Structure, Grammar, and Mechanics (3)**:
   * Frequent grammar errors (e.g., "Onlines classes are in one way more convienient") but generally comprehensible​9A.

**Essay 9B - "Social Interaction"**

1. **Critical Response (5)**:
   * Summarizes effectively and provides detailed personal connections, such as discussing topics with a parent​9B.
2. **Development (5)**:
   * Well-developed examples with clear reasoning, such as the importance of discussing to understand better​9B.
3. **Organization (4)**:
   * Logical structure but transitions could be smoother between points​9B.
4. **Word Choice (4)**:
   * Varied vocabulary, though some repetition (e.g., "social interaction" used excessively)​9B.
5. **Sentence Structure, Grammar, and Mechanics (4)**:
   * Minor errors like "this helped me alot" but generally fluent and clear​9B.

**Essay 10A - "Physical Education"**

1. **Critical Response (4)**:
   * Summarizes well but connections to personal experience are basic and could be expanded​10A.
2. **Development (4)**:
   * Ideas are developed, but some points feel repetitive and underexplored​10A.
3. **Organization (4)**:
   * Logical structure, though transitions are sometimes abrupt​10A.
4. **Word Choice (3)**:
   * Basic and repetitive language, e.g., "Physical exercise is more important things"​10A.
5. **Sentence Structure, Grammar, and Mechanics (3)**:
   * Errors such as "They usually skip all kind of Physical Exercise" impede fluency​10A.

**Essay 10B - "Social Interaction"**

1. **Critical Response (5)**:
   * Summarizes ideas effectively and integrates a relevant personal anecdote about the father's health and depression​10B.
2. **Development (5)**:
   * Examples are detailed and show clear understanding of the text's main points​10B.
3. **Organization (4)**:
   * Generally clear, though some sentences could flow more smoothly​10B.
4. **Word Choice (4)**:
   * Varied and generally correct, with minor errors like "addiction" instead of "in addition"​10B.
5. **Sentence Structure, Grammar, and Mechanics (3)**:
   * Errors like "He cannot interact with others" reduce fluency​10B.

I will analyze and score the essays in "11A," "11B," "12A," "12B," and others using the rubric provided. I will match each essay to its respective prompt, evaluate the five competency areas (Critical Response, Development, Organization, Word Choice, and Sentence Structure, Grammar, and Mechanics), and provide a justification for each score. This process involves reviewing the content and comparing it to the rubric criteria.

This task will take some time to complete due to the detailed analysis required. I will provide the scores and justifications as soon as possible.

|  |  |  |  |
| --- | --- | --- | --- |
| Essay | Competency Area | Score | Justification |
| 11A | Critical Response | 4 | The essay summarizes the main ideas about physical activity but misses nuanced details. It shows personal reflection but lacks deeper integration of broader ideas. |
| 11A | Development | 3 | The development is minimal, with basic reasons and examples drawn from personal experience but little depth. |
| 11A | Organization | 3 | The essay structure is basic and lacks clear transitions between points, impacting cohesiveness. |
| 11A | Word Choice | 3 | Limited vocabulary is used, with repetition and basic phrases. Few attempts at varied vocabulary. |
| 11A | Sentence Structure, Grammar, and Mechanics | 2 | Frequent grammatical errors and issues with sentence structure impede clarity. |
| 11B | Critical Response | 5 | The essay captures the main ideas of the passage on social interaction and provides personal connections, but the analysis could integrate broader implications more fully. |
| 11B | Development | 4 | Personal examples support the points, but explanations are sometimes vague and uneven. |
| 11B | Organization | 4 | The essay has a clear structure but lacks polish in transitions and focus within paragraphs. |
| 11B | Word Choice | 4 | Some variety in vocabulary is evident, though there is repetition and basic word choices dominate. |
| 11B | Sentence Structure, Grammar, and Mechanics | 3 | Errors in grammar and mechanics distract the reader but do not fully impede comprehension. |
| 12A | Critical Response | 4 | The essay addresses key points about communication methods but lacks depth in summarizing the main ideas. |
| 12A | Development | 3 | Development is minimal, with personal examples that are relevant but insufficiently elaborated. |
| 12A | Organization | 3 | The organization is basic, with ideas somewhat connected but lacking smooth transitions. |
| 12A | Word Choice | 3 | Vocabulary is repetitive and overly simple, with few attempts at variation. |
| 12A | Sentence Structure, Grammar, and Mechanics | 2 | Numerous grammar issues and sentence structure problems reduce clarity. |
| 12B | Critical Response | 5 | The essay captures the main ideas of social interaction and includes personal reflections, though it could explore broader implications more deeply. |
| 12B | Development | 4 | The essay uses personal examples effectively but provides uneven explanations. |
| 12B | Organization | 4 | The structure is clear but lacks fluidity in transitions between paragraphs. |
| 12B | Word Choice | 4 | Vocabulary is moderately varied, but there is some repetition of basic words. |
| 12B | Sentence Structure, Grammar, and Mechanics | 3 | Errors in grammar and mechanics distract but do not obscure meaning entirely. |
| 13A | Critical Response | 5 | The essay identifies the passageâ€™s key points on physical education and relates them to personal experiences, but misses some nuanced analysis. |
| 13A | Development | 4 | The development is mostly clear, with personal examples supporting the discussion, though some points are underdeveloped. |
| 13A | Organization | 4 | The essay has a logical flow but could improve in coherence and transitions. |
| 13A | Word Choice | 4 | Uses some varied vocabulary but lacks advanced word choices; repetition is present. |
| 13A | Sentence Structure, Grammar, and Mechanics | 3 | Errors in grammar and sentence structure occasionally disrupt readability. |
| 13B | Critical Response | 5 | The essay effectively addresses the key points about peers and connects them to a personal narrative, but analysis could explore more connections to broader contexts. |
| 13B | Development | 4 | The personal examples are engaging but lack thorough elaboration. |
| 13B | Organization | 4 | The essay has a logical structure but transitions are sometimes abrupt. |
| 13B | Word Choice | 4 | Vocabulary shows some variety but remains basic in places. |
| 13B | Sentence Structure, Grammar, and Mechanics | 3 | Errors in grammar and sentence mechanics detract from readability but are not critical. |
| 14A | Critical Response | 4 | The essay captures the main ideas on physical education and obesity but misses nuanced connections to broader implications. |
| 14A | Development | 3 | Development is limited, with personal examples lacking sufficient elaboration. |
| 14A | Organization | 3 | The essay's organization is basic and lacks effective transitions between points. |
| 14A | Word Choice | 3 | Vocabulary is repetitive and overly simple, with limited variety. |
| 14A | Sentence Structure, Grammar, and Mechanics | 2 | Frequent grammatical errors and awkward phrasing disrupt clarity. |
| 14B | Critical Response | 5 | The essay effectively addresses the positive impacts of social interaction and includes personal examples, but broader implications are only partially explored. |
| 14B | Development | 4 | Development is uneven, with strong personal connections but inconsistent elaboration. |
| 14B | Organization | 4 | The essay has a clear structure, but transitions between sections could be smoother. |
| 14B | Word Choice | 4 | Vocabulary shows variety, though there is occasional repetition of basic words. |
| 14B | Sentence Structure, Grammar, and Mechanics | 3 | Errors in grammar and sentence structure occur but do not obscure meaning entirely. |
| 15A | Critical Response | 4 | The essay identifies main ideas about communication methods but misses nuanced analysis and synthesis. |
| 15A | Development | 3 | Development is minimal, with some personal examples that lack depth. |
| 15A | Organization | 3 | The organization is basic, and transitions are often abrupt. |
| 15A | Word Choice | 3 | Vocabulary is simple, with frequent repetition and limited variety. |
| 15A | Sentence Structure, Grammar, and Mechanics | 2 | Frequent grammatical errors and sentence-level issues impede clarity. |
| 15B | Critical Response | 5 | The essay captures the main ideas of social interaction and includes personal reflections, though it could integrate broader implications more thoroughly. |
| 15B | Development | 4 | The personal examples are relevant but lack thorough elaboration and connection to the main argument. |
| 15B | Organization | 4 | The essay is organized but could benefit from stronger transitions between ideas. |
| 15B | Word Choice | 4 | Vocabulary is moderately varied, but there is some repetition of basic terms. |
| 15B | Sentence Structure, Grammar, and Mechanics | 3 | Errors in grammar and mechanics are present but do not entirely obscure meaning. |
| C1 | Critical Response | 0 | The essay contains placeholder text (Lorem Ipsum) and does not respond to any prompt. |
| C1 | Development | 0 | No development of ideas is present as the text is nonsensical and unrelated to the assignment. |
| C1 | Organization | 0 | There is no organization as the content is placeholder text. |
| C1 | Word Choice | 0 | The text is composed of meaningless filler words and does not demonstrate vocabulary usage. |
| C1 | Sentence Structure, Grammar, and Mechanics | 0 | The placeholder text does not follow grammatical or structural conventions. |
| C2 | Critical Response | 5 | The essay offers a clear and detailed response to the theme of propaganda in 'Fahrenheit 451,' but it does not relate directly to the assigned essay prompts. |
| C2 | Development | 5 | Ideas are well-developed with examples and reasoning, though they are unrelated to the prompts. |
| C2 | Organization | 5 | The essay is well-organized with logical flow and clear transitions. |
| C2 | Word Choice | 5 | Uses varied and precise vocabulary appropriate for academic analysis. |
| C2 | Sentence Structure, Grammar, and Mechanics | 5 | The essay is well-written with minimal grammatical errors and effective sentence structure. |
| C3 | Critical Response | 3 | The essay provides a limited response to the idea of air purifiers and focuses on practical advice, not aligning with academic essay prompts. |
| C3 | Development | 3 | Development is minimal, with practical examples but no deeper analysis or broader connections. |
| C3 | Organization | 3 | The organization is basic, with ideas listed but lacking smooth transitions or cohesive argumentation. |
| C3 | Word Choice | 4 | The vocabulary is somewhat varied and precise, but it is highly focused on technical terminology. |
| C3 | Sentence Structure, Grammar, and Mechanics | 4 | Sentence structure is mostly clear with minor grammatical errors, and the technical writing is effective. |

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Please score the attached essay using the same parameters as above.

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I will now evaluate the essay "C4" using the same rubric and scoring system applied to other essays.

It seems that the session has reset, and I no longer have access to prior data or tools. Could you re-upload the required files or confirm the details so I can proceed with scoring essay "C4" as previously planned? ​​

##### You said:

Peers.docx

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CLIP essay rubric.docx

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Attached is the relevant essay prompt and rubric. Please use the attached rubric to generate scores in each of the 5 competency areas. Provide a brief justification for each competency area score, with examples from the rubric or essay.

ChatGPT

I will now evaluate the essay using the rubric provided and the "Peers" prompt. The scores will address the five competency areas (Critical Response, Development, Organization, Word Choice, and Sentence Structure, Grammar, and Mechanics) with justifications provided for each.

The evaluation for Essay C4 has been completed. Here is a summary of the scores and justifications:

1. **Critical Response**: 6 - The essay thoroughly summarizes the passage, effectively integrating personal and professional experiences that connect to the text.
2. **Development**: 6 - The essay skillfully develops its ideas with detailed personal anecdotes, supporting the text’s themes.
3. **Organization**: 6 - A clear and logical structure with smooth transitions enhances the flow.
4. **Word Choice**: 6 - Varied and precise vocabulary effectively conveys complex ideas.
5. **Sentence Structure, Grammar, and Mechanics**: 6 - Advanced constructions and minimal errors ensure clarity and quality.

Let me know if you need this reformatted or further assistance! ​