**Paradigm 2, trial 1**

CLIP essay rubric.docx

Document

Peers.docx

Document

Physical Education.docx

Document

Social Interaction.docx

Document

Ways of Communicating.docx

Document

Essay-prompt key.docx

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Anchor paper A.docx

Document

Anchor paper B.docx

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Anchor paper C.docx

Document

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., and use the attached prompts and essay-prompt key to determine which prompt to use when judging the essay. Additionally, use the attached Anchor papers A, B, and C to get normalize your scoring. Provide a brief justification for each competency area score, with examples from the rubric or essay.

ChatGPT

I will begin assessing the essays based on the rubric provided, ensuring scores are consistent with the anchor papers and rubric details. For each essay, I'll identify its associated prompt and summarize the reasoning behind scores for the five competency areas. Once I have generated the scores for the first set, I’ll share them, and you can guide any adjustments for the rest of the essays.

**Example Breakdown for 1A:**

**1A Essay - Prompt: "Ways of Communicating"​Essay-prompt key**

**Critical Response**: 4

* The essay summarizes the main ideas ("text messages are good for quick communication," "emails for longer messages," and "face-to-face communication for persuasion") but doesn't fully address them. Some phrasing is repetitive, and some minor ideas are missed (e.g., the role of texting in emergencies). Examples provided show only basic connections to personal experience and are not deeply integrated with the passage​1A​Ways of Communicating.

**Development**: 4

* The essay attempts to develop its ideas, such as comparing virtual and face-to-face communication during the COVID-19 pandemic, but the discussion is basic and lacks depth. The examples are relevant but are not expanded enough​1A​CLIP essay rubric.

**Organization**: 4

* The essay is loosely organized. It has a clear introduction and conclusion, but paragraphs are not cohesive, with jumps between ideas about technology and pandemic communication without clear transitions​1A.

**Word Choice**: 3

* The vocabulary is basic and repetitive ("differents ways," "the best way of communicating"). Attempts at variety are limited, and some phrases lack clarity, such as "we seeing"​1A​CLIP essay rubric.

**Sentence Structure, Grammar, and Mechanics**: 3

* The essay contains consistent errors, such as subject-verb agreement issues ("we seeing" instead of "we see"), unnecessary tense shifts, and awkward phrasing. Errors detract from comprehension in some places​1A​CLIP essay rubric.

**Scoring Framework**

* Critical Response: Focuses on summarizing the passage and integrating personal connections.
* Development: Assesses depth and use of relevant examples.
* Organization: Evaluates structure and transitions.
* Word Choice: Judges vocabulary variety and appropriateness.
* Sentence Structure, Grammar, and Mechanics: Examines grammatical accuracy and sentence complexity.

Let me know if this scoring method and level of detail meet your expectations. I will apply this framework to the remaining essays systematically.

**You said:**

Yes, please proceed.

**ChatGPT said:**

ChatGPT

Here is the assessment for **1B** to **3B** based on their respective prompts and the rubric:

**1B Essay - Prompt: "Social Interaction"​Essay-prompt key**

**Critical Response**: 3

* The essay captures some main ideas, such as social interaction's benefits for mental health and its role in learning, but the summary lacks depth and omits some critical ideas from the passage, such as the physical health benefits. Personal examples are relevant but minimally connected to the ideas from the text​1B​Social Interaction.

**Development**: 3

* Development is uneven. The essay introduces examples like stress during COVID-19 but doesn't expand on them. The explanation of harmful aspects of social interaction is brief and lacks detail​1B​CLIP essay rubric.

**Organization**: 3

* The essay has a general structure, but transitions between paragraphs and ideas are weak. The paragraph on negative aspects of social interaction is underdeveloped, and the conclusion does not tie back to all the main points​1B​CLIP essay rubric.

**Word Choice**: 3

* Vocabulary is limited, with repetitive phrases such as "social interaction can be fun and give us pleasure." Attempts at variety are inconsistent, and some word choices, like "reflexion," are awkward​1B​CLIP essay rubric.

**Sentence Structure, Grammar, and Mechanics**: 3

* Issues with grammar and mechanics appear frequently (e.g., "Certain companies can negatively affect our behaviors"). Errors occasionally affect meaning or require re-reading to comprehend​1B​CLIP essay rubric.

**2A Essay - Prompt: "Physical Education"​Essay-prompt key**

**Critical Response**: 3

* The essay provides a minimal summary of the passage, mentioning physical education's role in promoting health and learning but lacking detail. The personal example about struggling to go to the gym is relevant but not well integrated with the text​2A​Physical Education.

**Development**: 2

* Ideas are underdeveloped. The essay repeats basic points, such as "Physical education is good," without providing detailed reasoning or examples. The connection to parents' perspectives is briefly mentioned but unexplored​2A​CLIP essay rubric.

**Organization**: 3

* The structure is minimal, with an introduction, body, and conclusion, but there is little cohesion within paragraphs. Transitions are missing, and ideas are listed rather than developed in a flowing narrative​2A​CLIP essay rubric.

**Word Choice**: 2

* Vocabulary is very basic, with limited variety and frequent repetition of phrases like "healthie" and "it good." Several words are misspelled, which further limits clarity​2A​CLIP essay rubric.

**Sentence Structure, Grammar, and Mechanics**: 2

* The essay has frequent errors, such as "My poin of view it that most of People had to be heathie." Many sentences lack proper structure or clarity, which hampers readability and comprehension​2A​CLIP essay rubric.

**2B Essay - Prompt: "Social Interaction"​Essay-prompt key**

**Critical Response**: 3

* The essay captures some main points, like social interaction improving mental health and perspectives on life, but the summary is limited and does not fully address the physical health benefits or mental engagement aspects. Personal connections are shallowly explored​2B​Social Interaction.

**Development**: 3

* Examples such as the author's experience of feeling isolated in the U.S. are relevant but lack depth. Additional details, such as how social interaction changed their perspective, are present but not fully developed​2B​CLIP essay rubric.

**Organization**: 3

* The essay has a basic structure but lacks fluid transitions. Paragraphs often feel like separate points rather than a cohesive argument​2B​CLIP essay rubric.

**Word Choice**: 2

* Word choices are repetitive and occasionally incorrect, such as "affect their Physical heath" and "boreng." Attempts at variety are minimal, and phrasing often feels awkward or unclear​2B​CLIP essay rubric.

**Sentence Structure, Grammar, and Mechanics**: 2

* Frequent errors in grammar and sentence construction interrupt the flow, e.g., "This means that you can has a different thinking about the people." Errors impede understanding in some sections​2B​CLIP essay rubric.

**3A Essay - Prompt: "Physical Education"​Essay-prompt key**

**Critical Response**: 4

* The essay addresses the importance of physical education in creating healthier adults and improving learning. While these ideas are drawn from the passage, the summary is overly general, and some key details are missing, such as parental objections to funding physical education​3A​Physical Education.

**Development**: 4

* The personal example of students continuing gym activities after school is relevant but lacks depth. The connection between exercise and academic performance is discussed but not expanded with concrete examples​3A​CLIP essay rubric.

**Organization**: 3

* The essay has a clear introduction and conclusion, but paragraphs are not cohesive. Transitions between ideas, such as the shift from exercise habits to societal views, are abrupt​3A​CLIP essay rubric.

**Word Choice**: 3

* Vocabulary is basic and repetitive, with phrases like "be helthier in a future" and "spending time in devices." There is little variety in expression​3A​CLIP essay rubric.

**Sentence Structure, Grammar, and Mechanics**: 2

* Frequent grammatical errors, such as "the most part of them are not exercising enough," detract from clarity. Sentences are often awkwardly constructed and contain errors that impede understanding​3A​CLIP essay rubric.

**3B Essay - Prompt: "Social Interaction"​Essay-prompt key**

**Critical Response**: 4

* The essay summarizes key points, such as social interaction improving mental health and encouraging empathy, but omits details about physical health benefits. Personal connections, such as learning from friends, are relevant and integrated moderately well​3B​Social Interaction.

**Development**: 4

* Development is competent, with examples such as discussing goals with friends to alleviate stress. However, some points, like societal interactions, are underexplored​3B​CLIP essay rubric.

**Organization**: 4

* The essay is mostly organized, with clear paragraphs and transitions. However, the final conclusion could tie back to the main points more strongly​3B​CLIP essay rubric.

**Word Choice**: 3

* Vocabulary is basic and repetitive, with errors such as "emphatic" instead of "empathetic." Attempts at variety are present but inconsistent​3B​CLIP essay rubric.

**Sentence Structure, Grammar, and Mechanics**: 3

* Errors such as "help you forgot how my busy life is going" and "in odd metal health is a comun problem" disrupt flow but do not completely obscure meaning​3B​CLIP essay rubric.

Let me know if you’d like adjustments or want me to proceed with the next set.

**You said:**

Please proceed.

**ChatGPT said:**

ChatGPT

Here is the assessment for **4A** to **6B** based on their respective prompts and the rubric:

**4A Essay - Prompt: "Ways of Communicating"​Essay-prompt key**

**Critical Response**: 2

* The essay summarizes some aspects of communication methods, such as text messaging and emails, but lacks depth. It does not adequately cover the passage's main ideas, such as the role of face-to-face communication in persuasion or text messaging in emergencies. The examples provided are minimal and fail to connect to the central points​4A​Ways of Communicating.

**Development**: 2

* The essay lacks detailed development. Examples are provided, such as the use of emails for resumes, but they are not expanded or connected back to the text in meaningful ways​4A​CLIP essay rubric.

**Organization**: 2

* The essay has minimal structure. It consists of disjointed points with little cohesion or logical progression between ideas. The conclusion does not effectively summarize or reinforce the essay's main points​4A​CLIP essay rubric.

**Word Choice**: 2

* Vocabulary is very basic, and expressions are repetitive. For instance, "I always use my emails to track my order" lacks variety, and phrases like "I feel more comfortable" are overused​4A​CLIP essay rubric.

**Sentence Structure, Grammar, and Mechanics**: 2

* Errors are frequent, such as missing capitalization ("in my own words text messages are good"), incomplete sentences, and unclear phrasing. These issues significantly hinder readability​4A​CLIP essay rubric.

**4B Essay - Prompt: "Peers"​Essay-prompt key**

**Critical Response**: 3

* The essay summarizes the passage adequately, mentioning positive and negative influences of peers, but it omits some key ideas, such as how peer influence helps develop social skills. The personal connection is minimally developed, focusing only on peers helping with English skills​4B​Peers.

**Development**: 3

* The development is uneven. While the example about classroom peers helping with English is relevant, it lacks depth. Other points, such as sharing music and encouraging activities, are mentioned but not fully explored​4B​CLIP essay rubric.

**Organization**: 3

* The essay has a basic structure with an introduction, body, and conclusion, but transitions between points are weak. Some ideas feel disconnected​4B​CLIP essay rubric.

**Word Choice**: 3

* Vocabulary is basic but mostly clear. Repetition is present ("help me," "influence"), and some expressions are awkward ("there learn to each others")​4B​CLIP essay rubric.

**Sentence Structure, Grammar, and Mechanics**: 3

* Errors like "there learn to each others" and "sheer everything i have with other" occur frequently but do not completely obscure meaning​4B​CLIP essay rubric.

**5A Essay - Prompt: "Physical Education"​Essay-prompt key**

**Critical Response**: 4

* The essay addresses key ideas, such as the benefits of exercise on learning and health, but the summary is overly general. The personal connection about playing cricket is relevant but only moderately tied to the text​5A​Physical Education.

**Development**: 4

* Development is competent, with relevant examples like swimming and cricket. However, points are not expanded fully to provide deeper insight. Connections to the text could be more detailed​5A​CLIP essay rubric.

**Organization**: 4

* The essay is well-structured, with an introduction, body, and conclusion. However, some transitions between personal examples and textual ideas feel abrupt​5A​CLIP essay rubric.

**Word Choice**: 3

* Vocabulary is basic, with phrases like "helps you to improve your abilities" and "good exercise for everyone" repeated frequently. There is some attempt at variety, but it is inconsistent​5A​CLIP essay rubric.

**Sentence Structure, Grammar, and Mechanics**: 3

* Errors, such as "I swimmed every day" and "That is a investment of future," detract from the flow but do not obscure meaning entirely​5A​CLIP essay rubric.

**5B Essay - Prompt: "Social Interaction"​Essay-prompt key**

**Critical Response**: 4

* The essay effectively addresses the text's main points, particularly the mental health benefits of social interaction. Personal examples, such as learning English through social interaction, are relevant and moderately connected to the text​5B​Social Interaction.

**Development**: 4

* The essay develops points competently, such as the author’s experience at an English language center. However, some ideas, like "mental health," are not explored in depth​5B​CLIP essay rubric.

**Organization**: 4

* The essay is well-structured, with clear paragraphs and transitions. The conclusion ties back to the essay's main points effectively​5B​CLIP essay rubric.

**Word Choice**: 3

* Vocabulary is basic but sufficient for clarity. Some phrases, like "I realized how important English," are repetitive and slightly awkward​5B​CLIP essay rubric.

**Sentence Structure, Grammar, and Mechanics**: 3

* Issues such as "People can built their social interaction different ways" are frequent but do not obscure meaning​5B​CLIP essay rubric.

**6A Essay - Prompt: "Physical Education"​Essay-prompt key**

**Critical Response**: 3

* The essay summarizes key points about the benefits of physical education but omits details, such as parental opposition. Personal examples, like playing volleyball, are relevant but minimally connected to the text​6A​Physical Education.

**Development**: 3

* Development is uneven. The example of playing volleyball is mentioned but not expanded. Discussions about how exercise benefits the mind are present but lack depth​6A​CLIP essay rubric.

**Organization**: 3

* The essay is loosely organized. Paragraphs are present but lack fluid transitions, and the conclusion does not reinforce all main points​6A​CLIP essay rubric.

**Word Choice**: 3

* Vocabulary is basic, with repetition of words like "active" and "good." Attempts at variety are minimal​6A​CLIP essay rubric.

**Sentence Structure, Grammar, and Mechanics**: 2

* Errors like "Alway we hear that exercise is not only is good for the body it is also good to the mind" affect clarity. Grammar issues are frequent and hinder comprehension​6A​CLIP essay rubric.

**6B Essay - Prompt: "Social Interaction"​Essay-prompt key**

**Critical Response**: 4

* The essay covers key ideas from the passage, such as the mental health benefits of social interaction. However, it does not delve deeply into physical health benefits or brain activity​6B​Social Interaction.

**Development**: 4

* Personal connections, like learning about different cultures through interaction, are relevant and competently tied to the text. Some points, such as the discussion of diversity, could be further expanded​6B​CLIP essay rubric.

**Organization**: 4

* The essay is organized, with a clear introduction, body, and conclusion. However, transitions between ideas could be smoother​6B​CLIP essay rubric.

**Word Choice**: 3

* Vocabulary is sufficient but repetitive. Phrases like "helps people to change their Minds" lack sophistication​6B​CLIP essay rubric.

**Sentence Structure, Grammar, and Mechanics**: 3

* Errors such as "My family always teach me That is only one good religion" and "Making more fustrated and angry individuals" occur often but do not obscure meaning entirely​6B​CLIP essay rubric.

Let me know if you would like further adjustments or if I should proceed to the next set.

**You said:**

Please proceed.

**ChatGPT said:**

ChatGPT

Here is the assessment for **7A** to **9B** based on their respective prompts and the rubric:

**7A Essay - Prompt: "Ways of Communicating"​Essay-prompt key**

**Critical Response**: 3

* The essay addresses some main ideas, such as face-to-face communication and text messaging. However, it misses others, like the effectiveness of email or texting in emergencies. The personal connection about becoming more sociable after initial shyness is relevant but lacks depth​7A​Ways of Communicating.

**Development**: 3

* Development is uneven. The essay includes examples such as text messages being useful in emergencies and the role of face-to-face communication, but these ideas are not expanded. Personal connections are present but briefly explained​7A​CLIP essay rubric.

**Organization**: 3

* The essay has a basic structure but lacks coherence in some areas. For example, the transition between text messages and face-to-face communication is abrupt​7A​CLIP essay rubric.

**Word Choice**: 3

* Vocabulary is simple and repetitive, with phrases like "talk to someone face to Face" and "I do not talk with no one" appearing multiple times. Attempts at variety are minimal​7A​CLIP essay rubric.

**Sentence Structure, Grammar, and Mechanics**: 2

* Grammatical errors, such as "I do not talk with no one" and "another thing that the Passage says," are frequent. These issues detract from readability but do not obscure meaning entirely​7A​CLIP essay rubric.

**7B Essay - Prompt: "Social Interaction"​Essay-prompt key**

**Critical Response**: 4

* The essay addresses the mental health benefits of social interaction and uses relevant personal examples, such as overcoming shyness in college. However, it misses details about physical health and brain activity​7B​Social Interaction.

**Development**: 4

* Development is competent, with examples like making friends in college and becoming more positive. However, the essay does not deeply explore how these experiences connect to the passage's broader ideas​7B​CLIP essay rubric.

**Organization**: 4

* The essay has a clear structure, with an introduction, body, and conclusion. Transitions are present but could be more fluid in connecting ideas​7B​CLIP essay rubric.

**Word Choice**: 3

* Vocabulary is basic, with repeated phrases like "mental health" and "positive." Attempts at variety are present but inconsistent​7B​CLIP essay rubric.

**Sentence Structure, Grammar, and Mechanics**: 3

* Errors such as "the firts time that I went in college" and "they found more efective to be alone" occur but do not obscure meaning entirely​7B​CLIP essay rubric.

**8A Essay - Prompt: "Physical Education"​Essay-prompt key**

**Critical Response**: 2

* The essay provides minimal summary and skips key points, such as physical education's role in lifelong health. Personal examples, like a student joining a volleyball team, are briefly mentioned but not tied back to the text meaningfully​8A​Physical Education.

**Development**: 2

* Development is limited. While the essay mentions the cost of physical education and phones as a distraction, these ideas are not explored. Personal examples lack depth and do not connect well to the passage​8A​CLIP essay rubric.

**Organization**: 2

* The essay is disorganized, with ideas presented randomly and without transitions. The conclusion briefly reiterates the need for sports but does not summarize key points​8A​CLIP essay rubric.

**Word Choice**: 2

* Vocabulary is very basic and repetitive, with frequent misspellings, such as "sporT ThaT I like" and "importanT." This repetition and lack of variety detract from clarity​8A​CLIP essay rubric.

**Sentence Structure, Grammar, and Mechanics**: 1

* Errors are frequent and impede comprehension, e.g., "They need to be on Time in school, Team A go sleep a 6pm and The other Thing Team B go sleep a 12pm." Sentences are poorly structured and difficult to follow​8A​CLIP essay rubric.

**8B Essay - Prompt: "Social Interaction"​Essay-prompt key**

**Critical Response**: 3

* The essay mentions some benefits of social interaction, such as mental health improvements and reducing loneliness. However, it lacks detail and misses the broader points about physical health and cognitive benefits. Personal connections are included but not well integrated​8B​Social Interaction.

**Development**: 3

* Examples like helping a friend cope with depression and a brother improving through peer encouragement are relevant but minimally developed. Points from the passage are only briefly addressed​8B​CLIP essay rubric.

**Organization**: 3

* The essay has a basic structure but lacks coherence. Transitions between examples and ideas are weak, making the argument feel fragmented​8B​CLIP essay rubric.

**Word Choice**: 2

* Vocabulary is simple and often incorrect, e.g., "feel beTTer of Themself" and "Social Interaction people’s." Repetition of basic phrases further weakens the essay​8B​CLIP essay rubric.

**Sentence Structure, Grammar, and Mechanics**: 2

* Frequent errors, such as "she being crying all nigh" and "my broTher was 10 years old and he do noT now how To read," disrupt the flow and meaning. These issues significantly hinder readability​8B​CLIP essay rubric.

**9A Essay - Prompt: "Physical Education"​Essay-prompt key**

**Critical Response**: 4

* The essay summarizes key ideas, such as the benefits of exercise for health and learning, but lacks detail. The personal example of balancing academics and physical activity is relevant and tied to the text adequately​9A​Physical Education.

**Development**: 4

* Development is competent, with examples like the author’s realization of the importance of exercise. However, the essay could expand on the connections between personal experiences and the text​9A​CLIP essay rubric.

**Organization**: 4

* The essay has a clear structure with logical progression. Transitions are mostly smooth, though the conclusion could reinforce main points more effectively​9A​CLIP essay rubric.

**Word Choice**: 3

* Vocabulary is basic, with repeated phrases like "physical activities" and "healthy." Attempts at variety are present but limited​9A​CLIP essay rubric.

**Sentence Structure, Grammar, and Mechanics**: 3

* Errors such as "students spends most of their time" and "Onlines classes are in one way more convienient" are present but do not significantly disrupt meaning​9A​CLIP essay rubric.

**9B Essay - Prompt: "Social Interaction"​Essay-prompt key**

**Critical Response**: 4

* The essay effectively addresses key points, such as social interaction’s role in mental and physical health. Personal examples, such as discussing topics with family, are relevant and well-integrated but lack expansion on cognitive benefits​9B​Social Interaction.

**Development**: 4

* Examples, like the writer's experience discussing topics with their mother, are well-developed. However, the section on workplace interactions could use more depth​9B​CLIP essay rubric.

**Organization**: 4

* The essay is well-structured, with a clear introduction, body, and conclusion. Transitions are present but could be more fluid in connecting ideas​9B​CLIP essay rubric.

**Word Choice**: 3

* Vocabulary is mostly clear but somewhat repetitive, with phrases like "social interaction is important" appearing often. Attempts at variety are limited​9B​CLIP essay rubric.

**Sentence Structure, Grammar, and Mechanics**: 3

* Errors, such as "their are more able to develop" and "Interacting socially also helps me to make myself happy," are frequent but do not obscure meaning​9B​CLIP essay rubric.

Let me know if you'd like any refinements or if I should proceed to the final set.

**You said:**

Please proceed.

**ChatGPT said:**

ChatGPT

Here is the assessment for **10A** to **10B** based on their respective prompts and the rubric:

**10A Essay - Prompt: "Physical Education"​Essay-prompt key**

**Critical Response**: 4

* The essay addresses the benefits of physical education, including improved health, academic performance, and mental sharpness. However, it misses the text’s discussion of parental objections and broader societal impacts. Personal connections are not provided​10A​Physical Education.

**Development**: 4

* The essay develops its points competently, emphasizing how physical education promotes health and cognitive function. However, the ideas are not deeply explored or connected to personal experience​10A​CLIP essay rubric.

**Organization**: 4

* The essay is mostly well-structured, with a clear introduction, body, and conclusion. However, transitions between paragraphs are occasionally abrupt​10A​CLIP essay rubric.

**Word Choice**: 3

* Vocabulary is repetitive and occasionally awkward, such as "physical exercise is not only make you heathier but also its makes your brain more active." Attempts at variety are minimal​10A​CLIP essay rubric.

**Sentence Structure, Grammar, and Mechanics**: 2

* Frequent errors, such as "They usually skip all kind of Physical Exercise" and "That’s why they are fall down with sickness," hinder readability but do not obscure meaning entirely​10A​CLIP essay rubric.

**10B Essay - Prompt: "Social Interaction"​Essay-prompt key**

**Critical Response**: 4

* The essay covers key points, such as the physical and mental health benefits of social interaction. Personal connections, such as the story about the author’s father, are relevant but not fully tied back to the text​10B​Social Interaction.

**Development**: 4

* The essay competently develops its ideas with examples like the father’s experience with depression after reduced social interaction. However, points about mental and cognitive benefits are not fully expanded​10B​CLIP essay rubric.

**Organization**: 4

* The essay is well-organized, with logical progression and clear paragraphs. Transitions could be smoother to enhance coherence​10B​CLIP essay rubric.

**Word Choice**: 3

* Vocabulary is repetitive, with phrases like "social interaction is important" appearing often. Attempts at variety are minimal, and some word choices, like "a social interactor," are awkward​10B​CLIP essay rubric.

**Sentence Structure, Grammar, and Mechanics**: 3

* Errors such as "Interacting people can live peaceful life, and happy and healthy life" and "they will be get rewarded with a lot of benefits" are frequent but do not obscure meaning​10B​CLIP essay rubric.

**Essay: 11A (Physical Education)**

* **Critical Response: 4**  
  The essay summarizes the main idea (exercise benefits) and includes one supporting idea (physical and mental health benefits). Limited integration of personal ideas or connections. Some points are repeated without elaboration.
  + *Rubric Match*: Summarizes one idea; integration is basic and often undeveloped​11A​CLIP essay rubric.
* **Development: 3**  
  Personal experiences (parents undervaluing PE) are mentioned but not fully developed. Connections between ideas are minimal.
  + *Rubric Match*: Minimal development, some shallow details​11A​CLIP essay rubric.
* **Organization: 3**  
  Some structure is evident, but paragraphs are not well-focused or cohesive. Transitions are weak.
  + *Rubric Match*: Seldom cohesive​CLIP essay rubric.
* **Word Choice: 3**  
  Limited vocabulary with repeated words ("important," "help"). Errors distract but meaning is mostly clear.
  + *Rubric Match*: Basic vocabulary with occasional incorrect usage​CLIP essay rubric.
* **Sentence Structure, Grammar, Mechanics: 3**  
  Grammar errors ("does not take," "parents is") interfere with fluency. Sentence structure is mostly basic.
  + *Rubric Match*: Basic sentence structure; frequent errors that distract​11A​CLIP essay rubric.

**Essay: 11B (Social Interaction)**

* **Critical Response: 5**  
  Summarizes main points (social interaction benefits health) and connects to personal experiences effectively, though unevenly developed.
  + *Rubric Match*: Main and some supporting ideas summarized; connections attempted​11B​CLIP essay rubric.
* **Development: 5**  
  Includes relevant examples (personal struggles with anxiety) but lacks depth in some parts. Ideas are sometimes uneven.
  + *Rubric Match*: Competent development, though uneven​CLIP essay rubric.
* **Organization: 4**  
  Paragraphs have some focus but lack transitions and cohesion. Ideas jump without clear connection.
  + *Rubric Match*: Uneven organization and transitions​CLIP essay rubric.
* **Word Choice: 4**  
  Uses some intermediate vocabulary ("anxiety," "interaction") but struggles with variety and accuracy.
  + *Rubric Match*: Limited variety; basic words often used​CLIP essay rubric.
* **Sentence Structure, Grammar, Mechanics: 3**  
  Numerous errors ("he say," "an effect in our health"). Meaning is clear but sentence construction is frequently flawed.
  + *Rubric Match*: Basic sentence structure with frequent grammar issues​11B​CLIP essay rubric.

**Essay: 12A (Ways of Communicating)**

* **Critical Response: 4**  
  Main idea (different communication methods) is summarized, but supporting ideas (texts, emails, face-to-face) are minimally addressed. Personal connections lack depth.
  + *Rubric Match*: Summarizes main idea with limited support​12A​CLIP essay rubric.
* **Development: 4**  
  Includes examples (emails for formal communication, letters to grandmother) but lacks elaboration. Ideas are somewhat repetitive.
  + *Rubric Match*: Basic attempts at development​CLIP essay rubric.
* **Organization: 3**  
  Lacks a clear structure. Paragraphs jump between ideas without transitions.
  + *Rubric Match*: Seldom cohesive​CLIP essay rubric.
* **Word Choice: 3**  
  Basic vocabulary with frequent errors ("preffer," "eassy"). Limited variety.
  + *Rubric Match*: Basic vocabulary, some words fail to convey meaning​CLIP essay rubric.
* **Sentence Structure, Grammar, Mechanics: 3**  
  Frequent grammar issues ("articule," "its better Face to Face"). Basic sentences dominate, with surface errors.
  + *Rubric Match*: Grammar issues impede comprehension at times​12A​CLIP essay rubric.

**Essay: 12B (Social Interaction)**

* **Critical Response: 5**  
  Summarizes main ideas (mental and physical health benefits) and connects to personal experiences (visiting sister to feel better).
  + *Rubric Match*: Summarizes competently; attempts integration​12B​CLIP essay rubric.
* **Development: 5**  
  Personal examples are relevant and detailed, though some points lack elaboration. Ideas are mostly clear.
  + *Rubric Match*: Relevant examples used competently but unevenly​CLIP essay rubric.
* **Organization: 4**  
  Paragraphs have distinct focus but lack strong transitions. Some ideas are repetitive.
  + *Rubric Match*: Mostly supports central focus; uneven transitions​CLIP essay rubric.
* **Word Choice: 4**  
  Vocabulary is intermediate but repetitive ("feel good," "very important"). Some errors affect clarity.
  + *Rubric Match*: Some intermediate vocabulary used correctly, though unevenly​CLIP essay rubric.
* **Sentence Structure, Grammar, Mechanics: 3**  
  Frequent grammar issues ("refers," "makes they feel"). Errors distract but meaning is clear overall.
  + *Rubric Match*: Basic sentence structure with errors​12B​CLIP essay rubric.

**Essay: 13A (Physical Education)**

* **Critical Response: 4**  
  Summarizes the main idea (exercise benefits) but supporting ideas are only briefly mentioned. Personal connections (overcoming heart problems) are relevant but underdeveloped.
  + *Rubric Match*: Summarizes main idea and one supporting idea​13A​CLIP essay rubric.
* **Development: 4**  
  Some relevant personal examples but lacks depth and variety. Ideas are basic and repetitive.
  + *Rubric Match*: Basic development; often needs more detail​CLIP essay rubric.
* **Organization: 4**  
  Clear organization but lacks transitions and cohesiveness.
  + *Rubric Match*: Paragraphs mostly focused but repetitive​CLIP essay rubric.
* **Word Choice: 4**  
  Vocabulary is basic, with occasional intermediate words ("alternative"). Frequent repetition.
  + *Rubric Match*: Limited variety; often general vocabulary​CLIP essay rubric.
* **Sentence Structure, Grammar, Mechanics: 3**  
  Numerous grammar errors ("I am agree," "change it"). Meaning is clear but construction is flawed.
  + *Rubric Match*: Basic sentence structure; frequent surface errors​13A​CLIP essay rubric.

**Essay: 13B (Peers)**

* **Critical Response: 4**  
  Summarizes main idea (positive and negative peer influence) but supporting ideas are limited. Personal connections (choosing positive peers) are relevant but lack depth.
  + *Rubric Match*: Summarizes main idea and one supporting idea​13B​CLIP essay rubric.
* **Development: 4**  
  Relevant examples (life in DR, university success) are included but briefly explained.
  + *Rubric Match*: Basic attempts at development​CLIP essay rubric.
* **Organization: 3**  
  Ideas are disorganized, with minimal transitions. Paragraphs lack clear focus.
  + *Rubric Match*: Seldom cohesive; transitions are weak​CLIP essay rubric.
* **Word Choice: 3**  
  Limited variety, with repeated words ("positive," "influence"). Errors impede clarity at times.
  + *Rubric Match*: Basic vocabulary with errors affecting clarity​CLIP essay rubric.
* **Sentence Structure, Grammar, Mechanics: 3**  
  Grammar errors ("their was younger," "differently way") distract and impede comprehension.
  + *Rubric Match*: Surface errors impede fluency​13B​CLIP essay rubric.

This process can continue for the remaining essays. Would you like me to proceed with the rest?

**You said:**

Yes, please.

**ChatGPT said:**

ChatGPT

Continuing with the evaluation of the remaining essays:

**Essay: 14A (Physical Education)**

* **Critical Response: 4**  
  Summarizes the main idea (importance of PE) but includes only one supporting idea (physical and mental health). Personal experiences (daughter’s health struggles) are relevant but lack elaboration.
  + *Rubric Match*: Summarizes main idea with limited supporting ideas​14A​CLIP essay rubric.
* **Development: 4**  
  Mentions the connection to obesity and socialization but develops these ideas minimally. Personal connections are basic.
  + *Rubric Match*: Basic attempts at development with uneven details​CLIP essay rubric.
* **Organization: 3**  
  Lacks cohesion and transitions between ideas. Paragraphs lack clear focus and are repetitive.
  + *Rubric Match*: Seldom cohesive; organizational structure is uneven​CLIP essay rubric.
* **Word Choice: 3**  
  Vocabulary is basic and repetitive ("important," "exercise"). Errors occasionally impede meaning.
  + *Rubric Match*: Limited variety and some incorrect usage​CLIP essay rubric.
* **Sentence Structure, Grammar, Mechanics: 3**  
  Frequent grammar errors ("does not interesting," "help one life more active"). Sentence construction is flawed but meaning is clear overall.
  + *Rubric Match*: Basic sentence structure; errors interrupt reader’s focus​14A​CLIP essay rubric.

**Essay: 14B (Social Interaction)**

* **Critical Response: 5**  
  Summarizes main ideas (mental and physical health benefits, learning from others) with some integration of personal experiences (coping with divorce and supporting children).
  + *Rubric Match*: Summarizes competently; integrates ideas with personal connections​14B​CLIP essay rubric.
* **Development: 5**  
  Includes relevant personal examples (overcoming divorce, children’s socialization) with some elaboration. Lacks depth in certain areas.
  + *Rubric Match*: Relevant reasons and examples; development is competent but uneven​CLIP essay rubric.
* **Organization: 4**  
  Paragraphs are mostly focused but transitions are weak. Ideas could flow more logically.
  + *Rubric Match*: Mostly cohesive but uneven organization​CLIP essay rubric.
* **Word Choice: 4**  
  Uses some intermediate vocabulary ("optimistically," "overcome") but is repetitive at times.
  + *Rubric Match*: Some variety but limited; basic vocabulary dominates​CLIP essay rubric.
* **Sentence Structure, Grammar, Mechanics: 3**  
  Grammar errors ("is more easy," "their was him") distract but meaning is clear overall. Sentence structure is basic.
  + *Rubric Match*: Basic structure with frequent errors​14B​CLIP essay rubric.

**Essay: 15A (Ways of Communicating)**

* **Critical Response: 4**  
  Summarizes main idea (different ways of communication) but includes minimal discussion of supporting ideas. Personal examples (Zoom during COVID, texting) are relevant but basic.
  + *Rubric Match*: Summarizes main idea with limited support​15A​CLIP essay rubric.
* **Development: 4**  
  Personal examples (grandmother’s Zoom call, use of texting) are relevant but lack elaboration. Ideas are repeated in places.
  + *Rubric Match*: Basic development with some relevant examples​CLIP essay rubric.
* **Organization: 3**  
  Organization is unclear; ideas jump between topics without transitions. Paragraphs lack focus.
  + *Rubric Match*: Seldom cohesive; organization uneven​CLIP essay rubric.
* **Word Choice: 3**  
  Vocabulary is basic, with frequent errors ("heiful," "advantage to text messages"). Repetition of simple words.
  + *Rubric Match*: Basic words dominate; some errors distract​CLIP essay rubric.
* **Sentence Structure, Grammar, Mechanics: 3**  
  Frequent errors ("most important is in person face to face") disrupt fluency. Sentence construction is often flawed.
  + *Rubric Match*: Basic sentence structure; grammar issues impact clarity​15A​CLIP essay rubric.

**Essay: 15B (Social Interaction)**

* **Critical Response: 5**  
  Summarizes main points (mental and physical health benefits, active minds) and integrates personal experiences (vocabulary practice in class, sister’s health issues).
  + *Rubric Match*: Summarizes competently; integrates ideas effectively​15B​CLIP essay rubric.
* **Development: 5**  
  Personal examples (classroom interactions, sister’s isolation) are relevant and elaborated. Some ideas are unevenly detailed.
  + *Rubric Match*: Relevant examples; development is competent though uneven​CLIP essay rubric.
* **Organization: 4**  
  Paragraphs have distinct focus but lack strong transitions. Ideas repeat in places.
  + *Rubric Match*: Mostly cohesive; some structural unevenness​CLIP essay rubric.
* **Word Choice: 4**  
  Vocabulary includes some intermediate words ("individual minds," "exercises our minds") but is inconsistent and repetitive.
  + *Rubric Match*: Some variety but limited by repetition​CLIP essay rubric.
* **Sentence Structure, Grammar, Mechanics: 3**  
  Frequent grammar errors ("spend more time interacting for your physical and mental health"). Sentence construction is basic.
  + *Rubric Match*: Basic sentence structure with frequent errors​15B​CLIP essay rubric.

**Essay: C1 (Physical Education)**

* **Critical Response: 0**  
  Contains no content relevant to the assigned prompt. Essay appears to be placeholder text.
  + *Rubric Match*: No understanding of text or directions​C1​CLIP essay rubric.
* **Development: 0**  
  No development of ideas or examples.
  + *Rubric Match*: No approaches to development evident​CLIP essay rubric.
* **Organization: 0**  
  No discernible structure.
  + *Rubric Match*: No organizational structure​CLIP essay rubric.
* **Word Choice: 0**  
  No meaningful vocabulary related to the topic.
  + *Rubric Match*: No vocabulary related to the task​CLIP essay rubric.
* **Sentence Structure, Grammar, Mechanics: 0**  
  Placeholder text with no coherent sentences.
  + *Rubric Match*: No sentence structure or grammar demonstrated​C1​CLIP essay rubric.

**Essay: C2 (Social Interaction)**

* **Critical Response: 6**  
  Summarizes main ideas (propaganda’s impact on thought control) and integrates with detailed analysis of Fahrenheit 451.
  + *Rubric Match*: Summarizes main ideas skillfully; integrates wider significance competently​C2​CLIP essay rubric.
* **Development: 6**  
  Offers detailed examples (media manipulation, censorship) and relates them to broader themes of control and conformity.
  + *Rubric Match*: Relevant examples; fully developed analysis​CLIP essay rubric.
* **Organization: 6**  
  Structure supports central focus effectively. Transitions and flow are strong.
  + *Rubric Match*: Clear organization; paragraphs are cohesive​CLIP essay rubric.
* **Word Choice: 5**  
  Advanced vocabulary ("manipulate perceptions," "insidious tactics") but occasional general terms.
  + *Rubric Match*: Advanced vocabulary with minor lapses​CLIP essay rubric.
* **Sentence Structure, Grammar, Mechanics: 5**  
  Complex sentences with occasional errors ("manipulate emotions and enforce conformity"). Fluency is strong overall.
  + *Rubric Match*: Mostly correct grammar and advanced structures​C2​CLIP essay rubric.

**Essay: C3 (Ways of Communicating)**

* **Critical Response: 3**  
  Summarizes main idea (effective air purifier recommendations) but focuses more on technical content than meaningful connections.
  + *Rubric Match*: Summarizes main idea; minimal connection to task​C3​CLIP essay rubric.
* **Development: 3**  
  Provides examples (air purifiers, testing methods) but development is shallow and disconnected from the prompt.
  + *Rubric Match*: Minimal attempts at development​CLIP essay rubric.
* **Organization: 3**  
  Some structure but ideas are not cohesively linked.
  + *Rubric Match*: Seldom cohesive; limited transitions​CLIP essay rubric.
* **Word Choice: 4**  
  Technical vocabulary ("CADR metric") is accurate but lacks variety.
  + *Rubric Match*: Intermediate words used correctly but unevenly​CLIP essay rubric.
* **Sentence Structure, Grammar, Mechanics: 4**  
  Mostly correct grammar but some awkward phrasing ("All things being equal go for the filter").
  + *Rubric Match*: Mostly correct with occasional errors​C3​CLIP essay rubric.

C4.docx

Document

Please score the attached essay using the same criteria as above. The prompt is "Peers.docx"

ChatGPT

**Evaluation of C4 (Prompt: "Peers")**

**Scores**

* **Critical Response: 5**  
  The essay summarizes the main idea of the text ("peers can influence individuals both positively and negatively") and integrates both personal and professional experiences to discuss peer influence. However, while connections are relevant, they are uneven in depth.
  + *Rubric Match*: Main idea and some supporting ideas are summarized. Connections to personal experiences are integrated competently but not fully developed.
* **Development: 5**  
  The personal examples of middle school bullying, positive peer support in high school, and professional mentorship are relevant and thoughtfully connected to the prompt. However, some ideas (e.g., the influence of professional peers) are underexplored.
  + *Rubric Match*: Examples are relevant but development is uneven.
* **Organization: 5**  
  The essay is mostly cohesive, with a logical progression from personal to professional experiences. Paragraphs have a distinct focus, but transitions could be smoother.
  + *Rubric Match*: Structure supports the focus, but transitions are less skillful.
* **Word Choice: 5**  
  Vocabulary is appropriate and varied ("mentorship," "derogatory," "quantitative techniques"). Occasionally, word choices could be more precise or advanced.
  + *Rubric Match*: A variety of vocabulary is used competently, though there is room for more advanced usage.
* **Sentence Structure, Grammar, Mechanics: 6**  
  Sentence structure is complex and grammatically correct throughout. The essay demonstrates advanced grammar and mechanics with no evident errors.
  + *Rubric Match*: Complex sentences and advanced grammar are used correctly.