**Paradigm 3, trial 1**

CLIP essay rubric.docx

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Anchor paper A.docx

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You are an English as a Second Language (ESL) instructor and grader for a specialized language immersion program at a public university. The program is intensive, providing 25 hours of instruction in English-language skills per week. You primarily serve students from abroad who have minimal English reading, writing, or speaking skills and who are aiming to learn enough to matriculate into standard college ESL course corequisites to begin their Associate's or Bachelor's programs. Many of these students come from abroad, have minimal high school education, work full-time jobs while they study, and/or have dependents, child care, or other family care duties. You, as the instructor, work for a university that prides itself in serving these types of students and facilitating their success. Given all this, you are eager to help and want to score student work holistically and generously, taking into account students' challenges with English learning. This means that when there is a question of score, you will give an essay the benefit of the doubt and score it higher. This is especially true for essays denoted with a "B," since they represent the result of the work of a student after they have participated in the intensive program. With this in mind, 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 normalize your scoring. Provide a brief justification for each competency area score, with examples from the rubric or essay. You must use the rubric, but remember that you are liberal with your score wherever possible. Take your time in evaluating, but please evaluate ALL numbered essays.

ChatGPT

I will now evaluate each numbered essay (1A, 1B, etc.) using the provided rubric and anchor papers. For each essay, I will assign scores in the five competency areas: Critical Response, Development, Organization, Word Choice, and Sentence Structure, Grammar, and Mechanics. Each score will be accompanied by a justification referencing the rubric and essay content. This process will take some time as it requires careful analysis. Let me begin.

**Evaluation of Essay 1A (Ways of Communicating)​1A:**

1. **Critical Response: 4**  
   The essay summarizes the main idea of the passage and mentions a few supporting ideas, such as the advantages of different modes of communication and the importance of context. However, the summary lacks detail, and some supporting ideas, such as the specific strengths of text messaging and emails, are not thoroughly covered.
2. **Development: 4**  
   The response connects the topic to a personal experience in a high school language class and mentions COVID-19 as an example of the importance of virtual communication. However, the examples are underdeveloped, and there are missed opportunities to expand on the connection between communication methods and real-life applications.
3. **Organization: 3**  
   The essay has a basic structure but lacks clear transitions and cohesive flow between paragraphs. Ideas are presented in a somewhat scattered way, making the connections between points less apparent.
4. **Word Choice: 3**  
   The vocabulary is basic, and there are several word usage errors (e.g., "seeing" instead of "we are seeing," "insufficience"). While the meaning is mostly clear, the limited variety of vocabulary reduces effectiveness.
5. **Sentence Structure, Grammar, Mechanics: 3**  
   There are frequent grammar and mechanics errors (e.g., subject-verb agreement issues, capitalization errors like "face-to-face communicating is also efficient but have insufficience"). The sentences are mostly comprehensible but sometimes awkwardly constructed.

**Evaluation of Essay 1B (Social Interaction)​1B:**

1. **Critical Response: 5**  
   The essay summarizes the main points of the passage, including the benefits of social interaction on mental health and learning. It also discusses the drawbacks of peer pressure and other negative influences, demonstrating understanding of the article's balance between benefits and risks.
2. **Development: 4**  
   Personal examples, such as the impact of social interaction during the COVID-19 pandemic, are relevant but need more development. The argument about peer influence is valid but could include more examples or details to strengthen it.
3. **Organization: 4**  
   The essay is generally organized, but transitions between paragraphs are weak. The conclusion reiterates the main ideas but does not add depth or provide a strong ending.
4. **Word Choice: 3**  
   Word choice is simple, with repeated phrases like "social interaction is enjoyable." Errors such as "certains companies" and "reflexion" distract from clarity.
5. **Sentence Structure, Grammar, Mechanics: 3**  
   There are frequent errors, including run-on sentences, missing articles, and awkward phrasing (e.g., "the rate of depression and suicide increased. That prove the fact..."). These issues impede readability but do not obscure meaning entirely.

**Next Steps**

I will continue evaluating the remaining essays (2A through 10B) and provide detailed feedback for each. This will take additional time as I aim for consistency and thoroughness. If you'd like, I can prioritize specific essays or adjust the approach.

**You said:**

No adjustment needed. Please continue.

**ChatGPT said:**

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**Evaluation of Essay 2A (Physical Education)​2A:**

1. **Critical Response: 3**  
   The essay attempts to summarize the main idea of the passage, stating that physical education is important for children and teenagers. However, it lacks depth and misses several supporting ideas, such as the long-term benefits of exercise and its impact on academic performance.
2. **Development: 3**  
   The response includes a personal example about trying to stay healthy and references the text’s point about parents' opinions on spending money on physical education. However, these ideas are not fully developed or clearly linked to the text.
3. **Organization: 3**  
   The structure is minimal, with abrupt transitions between points. The essay lacks clear paragraphing and logical flow, making it harder to follow.
4. **Word Choice: 2**  
   Vocabulary is very basic, and several words are used incorrectly (e.g., "importan" instead of "important," "maid" instead of "mind"). The essay often fails to convey ideas clearly due to limited word variety and frequent errors.
5. **Sentence Structure, Grammar, Mechanics: 2**  
   Significant grammar issues, including subject-verb agreement errors, spelling mistakes, and sentence fragments (e.g., "most of People had to be heathie"). These errors frequently impede comprehension.

**Evaluation of Essay 2B (Social Interaction)​2B:**

1. **Critical Response: 4**  
   The essay summarizes some of the main points from the passage, such as the benefits of social interaction for mental and physical health. However, it does not address all key ideas and includes some vague interpretations.
2. **Development: 4**  
   The response relates the topic to personal experiences, such as the writer’s feelings of isolation upon arriving in the U.S., which adds depth. However, the examples are not fully elaborated, and some ideas are repetitive.
3. **Organization: 3**  
   While the essay has a basic structure, there are abrupt transitions between paragraphs, and the conclusion is somewhat disjointed from the rest of the essay.
4. **Word Choice: 3**  
   The vocabulary is limited, with frequent repetition of basic words such as "socializing" and "positive." There are also some errors that distract from the meaning (e.g., "look boreng and angry").
5. **Sentence Structure, Grammar, Mechanics: 3**  
   Errors in sentence construction and grammar, such as "This means that you can has a different thinking," detract from the essay’s readability. However, the meaning is generally comprehensible.

**Evaluation of Essay 3A (Physical Education)​3A:**

1. **Critical Response: 4**  
   The essay captures the main idea that physical education promotes healthier lifestyles and supports academic performance. However, it omits some supporting details, such as studies proving these claims.
2. **Development: 4**  
   The essay provides relevant personal examples, such as how students continue exercising after school. However, these points are not fully developed or clearly tied to the text.
3. **Organization: 3**  
   The structure is uneven, with loosely connected ideas and a weak conclusion. Transitions between paragraphs are minimal.
4. **Word Choice: 3**  
   The vocabulary is basic, with repeated words like "important" and "exercise." Errors such as "social media are not motivating the society to do exercise" make the writing less clear.
5. **Sentence Structure, Grammar, Mechanics: 3**  
   Frequent grammar issues, such as subject-verb agreement errors and awkward phrasing (e.g., "helps to teenagers is when they grow up is be physically active"), impact readability. Despite this, the essay is understandable overall.

**Evaluation of Essay 3B (Social Interaction)​3B:**

1. **Critical Response: 5**  
   The essay summarizes the main ideas effectively, discussing the mental health benefits of social interaction and its ability to foster empathy. It shows a good understanding of the text.
2. **Development: 5**  
   Personal examples, such as discussing life stress with friends, are relevant and well-integrated. These examples support the main ideas and provide insight into the writer’s perspective.
3. **Organization: 4**  
   The essay follows a logical structure but could benefit from stronger transitions between paragraphs. The conclusion ties back to the main ideas but feels rushed.
4. **Word Choice: 4**  
   The vocabulary is functional but somewhat repetitive (e.g., "helps you," "positive"). The writer occasionally uses more advanced words, such as "empatice," though there are errors.
5. **Sentence Structure, Grammar, Mechanics: 3**  
   Errors like "helps you forgot" and "in odd metal health is a comun problem" detract from clarity. However, the meaning remains comprehensible throughout.

**Evaluation of Essay 4A (Ways of Communicating)​4A:**

1. **Critical Response: 3**  
   The essay briefly mentions text messages, emails, and face-to-face communication but does not provide a thorough summary of the passage. Key points, such as the advantages of each method, are only partially addressed.
2. **Development: 3**  
   The examples are relevant but underdeveloped. For instance, the anecdote about preferring face-to-face communication could be elaborated to connect more clearly with the passage.
3. **Organization: 3**  
   The structure is disorganized, with ideas presented in a somewhat scattered manner. There is no clear introduction or conclusion.
4. **Word Choice: 3**  
   Vocabulary is basic, and there are repetitive phrases such as "I always." Word usage errors like "legume" instead of "groceries" reduce clarity.
5. **Sentence Structure, Grammar, Mechanics: 3**  
   Grammar errors and awkward phrasing (e.g., "Emails are than text messages") affect readability. The essay is understandable but lacks fluency.

**Evaluation of Essay 4B (Peers)​4B:**

1. **Critical Response: 4**  
   The essay identifies the main idea that peers can influence behavior positively or negatively. However, it does not fully explore all the supporting points, such as peers encouraging new activities.
2. **Development: 4**  
   The writer shares a personal example of classmates helping with English skills, which connects well to the passage. Additional details would strengthen this connection.
3. **Organization: 4**  
   The essay is generally well-structured, but some ideas are repeated, and transitions are weak. The conclusion restates the main idea effectively.
4. **Word Choice: 3**  
   Vocabulary is simple, with errors such as "speer" instead of "peer." Repetition of phrases like "peers influence" reduces variety.
5. **Sentence Structure, Grammar, Mechanics: 3**  
   Frequent errors, such as "peers can also influences," impact clarity. Despite this, the meaning is clear overall.

I will now proceed with essays 5A through 10B.

**Evaluation of Essay 5A (Physical Education)​5A:**

1. **Critical Response: 4**  
   The essay identifies the main ideas about the importance of physical education for health and learning. However, it misses some details from the passage, such as the cost debate or how physical education benefits society.
2. **Development: 4**  
   The essay includes personal examples, such as the writer's experience playing cricket and swimming. These examples support the main points but lack depth and could be more explicitly linked to the passage.
3. **Organization: 4**  
   The essay has a clear structure, with an introduction, body paragraphs, and a conclusion. However, transitions between ideas are weak, and some points feel disconnected.
4. **Word Choice: 3**  
   Vocabulary is basic, with some errors (e.g., "investment of future," "maintain children’s physical education"). The essay often repeats simple words and phrases.
5. **Sentence Structure, Grammar, Mechanics: 3**  
   Errors like "I swimmed every day" and "parents allow to their children go to playground" detract from clarity. Despite these issues, the meaning is generally comprehensible.

**Evaluation of Essay 5B (Social Interaction)​5B:**

1. **Critical Response: 5**  
   The essay summarizes the key points about the benefits of social interaction for mental health and personal growth. It shows an understanding of the text by connecting these ideas to personal experiences.
2. **Development: 5**  
   The essay uses a detailed example of how social interaction helped the writer adjust to life in the U.S. and overcome homesickness. This personal anecdote effectively supports the essay’s main ideas.
3. **Organization: 4**  
   The essay is logically structured, but transitions between paragraphs could be smoother. The conclusion ties back to the main ideas but feels slightly repetitive.
4. **Word Choice: 4**  
   Vocabulary is functional but repetitive, with phrases like "social interaction is very important." There are occasional errors, such as "cmae" and "scialized," that disrupt readability.
5. **Sentence Structure, Grammar, Mechanics: 3**  
   Frequent grammar errors (e.g., "having a social interaction was very beneficial for me," "helps people to improve their metal health") detract from fluency. However, the essay remains clear.

**Evaluation of Essay 6A (Physical Education)​6A:**

1. **Critical Response: 4**  
   The essay discusses the main ideas, such as physical activity promoting health and learning. However, some supporting details from the passage, like cost concerns, are not addressed.
2. **Development: 4**  
   Personal examples, such as playing volleyball in school, are relevant and connected to the main ideas. However, the discussion is surface-level and could be expanded.
3. **Organization: 4**  
   The essay has a logical flow but could benefit from stronger transitions and more cohesive paragraphing.
4. **Word Choice: 3**  
   Vocabulary is simple, with errors like "include physical education in the school" and "this not motivate the teenagers." The writer’s choice of words often lacks precision.
5. **Sentence Structure, Grammar, Mechanics: 3**  
   Errors in grammar, spelling, and sentence structure (e.g., "whith physical Active people and healths Minds") impede fluency. Despite this, the essay’s meaning is generally clear.

**Evaluation of Essay 6B (Social Interaction)​6B:**

1. **Critical Response: 5**  
   The essay summarizes the key points about the benefits of social interaction for mental and physical health and broadens the discussion with personal insights about cultural diversity and open-mindedness.
2. **Development: 5**  
   The writer uses personal examples, such as learning from diverse classmates and reflecting on family teachings, to connect with the main ideas. These examples are thoughtful and relevant.
3. **Organization: 4**  
   The essay has a clear structure but could benefit from stronger transitions between ideas. The conclusion restates the main points effectively but could be more developed.
4. **Word Choice: 4**  
   Vocabulary is functional but repetitive, with errors such as "fustrated" and "interactions helps." Some word choices, like "diversity of cultures," show effort toward complexity.
5. **Sentence Structure, Grammar, Mechanics: 3**  
   Errors such as "this return back to the idea" and "their are more able to develop" impact fluency. While the essay is comprehensible, the errors distract from the flow.

**Evaluation of Essay 7A (Ways of Communicating)​7A:**

1. **Critical Response: 4**  
   The essay identifies the main ideas, such as the benefits of text messages, emails, and face-to-face communication, but does not fully elaborate on each mode’s advantages or contextual effectiveness.
2. **Development: 4**  
   The writer shares a personal anecdote about overcoming shyness through communication in school, which connects to the passage. However, this example could be expanded for more depth.
3. **Organization: 4**  
   The essay has a basic structure, with an introduction and conclusion. Transitions between paragraphs are weak, and ideas could flow more cohesively.
4. **Word Choice: 3**  
   Vocabulary is simple, with errors like "agread" and "diferents ways." Word choice often lacks variety, and some sentences feel repetitive.
5. **Sentence Structure, Grammar, Mechanics: 3**  
   Frequent errors, such as "I do not talk with no one," detract from clarity. The essay is comprehensible but awkwardly constructed in places.

**Evaluation of Essay 7B (Social Interaction)​7B:**

1. **Critical Response: 4**  
   The essay summarizes the main points about the mental health benefits of social interaction. However, some supporting details, such as how it aids learning, are not fully explored.
2. **Development: 5**  
   The essay effectively uses personal examples, such as the writer’s experience making friends in college, to support the main ideas. These examples are well-integrated and engaging.
3. **Organization: 4**  
   The essay has a clear structure but could use stronger transitions between paragraphs. The conclusion reiterates the main points effectively but does not add new insights.
4. **Word Choice: 4**  
   Vocabulary is functional, with some effort toward variety. Errors like "efective" and "happier" (used incorrectly) reduce clarity.
5. **Sentence Structure, Grammar, Mechanics: 3**  
   Errors such as "I was having problems with my work in the classroom" and "we alway go to luch" detract from fluency. However, the essay is understandable overall.

**Next Steps**

I will now evaluate essays 8A through 10B.

**Evaluation of Essay 8A (Physical Education)​8A:**

1. **Critical Response: 4**  
   The essay captures the main idea that physical education is essential for students' health and development. However, it overlooks key details such as how exercise improves learning and the debate about cost.
2. **Development: 4**  
   The essay includes personal anecdotes, such as the volleyball team story and references to the impact of technology on student focus. These examples are relevant but underdeveloped.
3. **Organization: 3**  
   The essay lacks a coherent structure, with ideas presented in a scattered way. Transitions between points are weak, and the conclusion is not clearly tied to the main argument.
4. **Word Choice: 3**  
   Vocabulary is basic, with repeated phrases like "physical education class." Errors such as "alway" for "always" and "importanT" reduce clarity.
5. **Sentence Structure, Grammar, Mechanics: 2**  
   Frequent grammar errors and awkward phrasing (e.g., "I feel in love, happy, emoTional because I focus and me and what I like") make the essay difficult to read. Despite this, the overall meaning is understandable.

**Evaluation of Essay 8B (Social Interaction)​8B:**

1. **Critical Response: 4**  
   The essay mentions the main ideas, such as the benefits of social interaction for mental and physical health, but it fails to provide a comprehensive summary of the passage.
2. **Development: 4**  
   Personal examples, like the story about Arianny and the brother’s improvement due to peer influence, are engaging and relevant. However, they lack depth and could be more clearly connected to the passage.
3. **Organization: 3**  
   The essay has a loose structure with limited paragraphing. Transitions are weak, and ideas sometimes feel disconnected.
4. **Word Choice: 3**  
   Vocabulary is repetitive, with phrases like "help you" appearing frequently. Errors such as "consenTruel bettes" and "disTracT you self" reduce readability.
5. **Sentence Structure, Grammar, Mechanics: 2**  
   Numerous grammar issues, such as missing articles and inconsistent capitalization, impede clarity (e.g., "we a person ThaT help you we heart problems"). While the essay’s meaning is generally clear, the errors are distracting.

**Evaluation of Essay 9A (Physical Education)​9A:**

1. **Critical Response: 4**  
   The essay identifies the importance of physical education for health and academic performance but does not explore the supporting points in detail.
2. **Development: 4**  
   The personal anecdote about the writer’s health improving after incorporating exercise is relevant and supports the essay’s points. However, it lacks elaboration and connection to broader implications.
3. **Organization: 4**  
   The essay has a clear introduction, body, and conclusion. However, transitions between ideas are minimal, and some points feel rushed.
4. **Word Choice: 4**  
   Vocabulary is functional but repetitive. Words like "physical activities" and "healthy" are overused, and there are minor errors (e.g., "adids" instead of "aids").
5. **Sentence Structure, Grammar, Mechanics: 3**  
   Errors like "Students spends most of their time" and "Many schools focus on students physical activities like games and gym etc" disrupt fluency. Despite this, the essay remains comprehensible.

**Evaluation of Essay 9B (Social Interaction)​9B:**

1. **Critical Response: 5**  
   The essay summarizes the passage’s key points, including the mental and physical benefits of social interaction and its ability to foster connections. It demonstrates a strong understanding of the text.
2. **Development: 5**  
   Personal anecdotes, such as discussing topics with the writer’s mother and interactions at work, are detailed and effectively support the main ideas.
3. **Organization: 5**  
   The essay has a clear and logical structure. Each paragraph flows smoothly into the next, and the conclusion ties back to the main points effectively.
4. **Word Choice: 4**  
   The vocabulary is functional, with some effort toward variety. However, errors like "itneraction" and "helps themb y saying good words" slightly detract from clarity.
5. **Sentence Structure, Grammar, Mechanics: 4**  
   The essay is mostly well-written, but minor errors (e.g., "On my teachers recommendation") impact fluency. These issues are not significant enough to obscure meaning.

**Evaluation of Essay 10A (Physical Education)​10A:**

1. **Critical Response: 4**  
   The essay captures the main ideas about the benefits of physical education for health and learning but does not fully address the supporting points, such as the societal benefits or cost concerns.
2. **Development: 4**  
   The essay provides relevant examples, such as how students benefit from daily physical exercise. However, these points are not thoroughly elaborated.
3. **Organization: 4**  
   The essay follows a clear structure but lacks strong transitions between paragraphs. Some ideas feel repetitive or underdeveloped.
4. **Word Choice: 3**  
   Vocabulary is simple and repetitive, with errors such as "int he physical exercise" and "Peoples like Students." Word choices often lack variety or precision.
5. **Sentence Structure, Grammar, Mechanics: 3**  
   Frequent errors, such as "Students nowadays facing this problems" and "They are fall down with sickness," impede fluency. Despite these issues, the essay is understandable overall.

**Evaluation of Essay 10B (Social Interaction)​10B:**

1. **Critical Response: 5**  
   The essay summarizes the key points about the benefits of social interaction for physical and mental health. It demonstrates a clear understanding of the text.
2. **Development: 5**  
   Personal examples, such as the writer’s father’s health issues and the benefits of staying connected with family, effectively illustrate the main points and add depth.
3. **Organization: 5**  
   The essay has a logical structure with clear transitions between paragraphs. The conclusion reinforces the main ideas and provides a strong ending.
4. **Word Choice: 4**  
   Vocabulary is varied but includes errors like "in addiction" and "a social interactor used to love interacting." These issues slightly detract from clarity.
5. **Sentence Structure, Grammar, Mechanics: 3**  
   Errors such as "he had a perfect health" and "people who are interactor" disrupt fluency. However, the overall meaning remains clear, and the writing is engaging.

**11A – Physical Education**

**Critical Response: 4**  
The essay summarizes the main idea and at least one supporting idea but lacks a clear connection to the student’s experience or reading. Phrases like “students does not take physical education as serious as academic classes” demonstrate understanding but could use more development.

**Development: 4**  
Basic development is present, with limited examples and personal reflection. The essay mentions the writer's parents’ opinions on physical education but does not expand on how these influenced their perspective.

**Organization: 4**  
The organization supports the central idea, but transitions and paragraph structure are uneven. Ideas about parents' opinions and the importance of physical education could flow more logically.

**Word Choice: 4**  
Limited variety of vocabulary, with repetitive use of basic terms like “important” and “exercise.” However, meaning is generally clear despite some awkward phrasing.

**Sentence Structure, Grammar, Mechanics: 3**  
Frequent grammar errors impede comprehension, such as “does not take physical education as serius as academic classes.” However, basic sentence structure is mostly intact.

**11B – Social Interaction**

**Critical Response: 5**  
The essay identifies key points, such as physical and mental health benefits of social interaction, and connects these ideas to the writer's experiences, showing an attempt to integrate wider significance.

**Development: 5**  
The essay uses personal examples, like struggling with anxiety and learning from friends, to support its points. However, these examples are sometimes underdeveloped.

**Organization: 5**  
The essay follows a logical structure with identifiable introduction, body, and conclusion. Some transitions, such as “therefore I suffered,” could be smoother.

**Word Choice: 4**  
While vocabulary is appropriate for the task, advanced or varied vocabulary is minimal. Phrases like “less stress, less anxiety” work but are repetitive.

**Sentence Structure, Grammar, Mechanics: 3**  
Errors such as “Than people who be by themselves” and “constatly feel anxious” disrupt clarity but do not fully impede comprehension.

**12A – Ways of Communicating**

**Critical Response: 4**  
The essay identifies several ways to communicate but does not fully summarize the article's main ideas. Personal preference for text messaging is briefly discussed.

**Development: 4**  
Attempts at development include examples of high school experiences and using letters for communication. These ideas need more depth to connect to the article fully.

**Organization: 4**  
The essay jumps between ideas about text messaging, emails, and personal anecdotes, resulting in uneven organization.

**Word Choice: 4**  
Vocabulary is limited but functional. Phrases like “more eassy to respond” show effort but lack precision.

**Sentence Structure, Grammar, Mechanics: 3**  
Errors like “its very important and a lot of people don’t see that” and “Face to Face” affect clarity, though meaning is generally discernible.

**12B – Social Interaction**

**Critical Response: 5**  
The writer addresses the article’s main ideas, such as the importance of mental health benefits from social interaction, and links these to personal experience.

**Development: 5**  
Examples like visiting a sister when feeling lonely effectively illustrate the essay's points, though some ideas are repetitive.

**Organization: 5**  
Ideas are organized clearly, with a consistent focus on the benefits of social interaction. Transitions could be more varied.

**Word Choice: 4**  
Vocabulary is appropriate but limited, with occasional errors like “meet witht heir friends.”

**Sentence Structure, Grammar, Mechanics: 3**  
Frequent errors, such as “thas good” and “make they feel more happier,” reduce clarity.

**13A – Physical Education**

**Critical Response: 5**  
The essay summarizes key points about the benefits of physical education and connects these to personal health improvements.

**Development: 5**  
Personal experiences, such as overcoming health issues through exercise, are relevant and well-integrated, though details could be more varied.

**Organization: 5**  
Logical structure with a clear introduction, body, and conclusion. Some transitions could be smoother.

**Word Choice: 4**  
Basic vocabulary is used correctly but lacks variety. Phrases like “your life change” are repetitive.

**Sentence Structure, Grammar, Mechanics: 3**  
Errors like “I was the better player in my school” and “your mind is more Clearly” disrupt flow but do not entirely obscure meaning.

**13B – Peers**

**Critical Response: 4**  
The essay mentions the article’s main ideas but does not fully summarize them. Personal connections, like choosing education over drugs, are meaningful.

**Development: 5**  
Examples from the writer’s life and a movie illustrate points about peer influence, adding depth to the response.

**Organization: 4**  
Ideas are somewhat disorganized, with the movie example and personal anecdote lacking clear transitions.

**Word Choice: 4**  
Vocabulary is basic but functional. Phrases like “their chose what they wanted” are awkward.

**Sentence Structure, Grammar, Mechanics: 3**  
Frequent errors, such as “their help me to think a positive way,” hinder clarity.

**14A – Physical Education**

**Critical Response: 4**  
The essay briefly summarizes the passage but focuses more on personal opinions and experiences, such as encouraging a daughter to exercise.

**Development: 4**  
Personal anecdotes provide support but lack depth and variety.

**Organization: 4**  
The essay has a basic structure but lacks clear transitions between ideas.

**Word Choice: 4**  
Simple vocabulary is used correctly but repetitively.

**Sentence Structure, Grammar, Mechanics: 3**  
Errors like “trying she makes exercise” and “it is the obesity in children” reduce fluency.

**14B – Social Interaction**

**Critical Response: 5**  
The writer effectively connects the article’s ideas to personal experiences, such as overcoming divorce with the help of social interaction.

**Development: 5**  
Anecdotes about family and mental health add depth, though some ideas are slightly repetitive.

**Organization: 5**  
Clear structure with transitions, though sentence flow could be improved.

**Word Choice: 4**  
Vocabulary is functional but lacks variety.

**Sentence Structure, Grammar, Mechanics: 4**  
Errors like “some positives advantages” do not significantly impede understanding.

**15A – Ways of Communicating**

**Critical Response: 4**  
The essay mentions ways of communication but lacks a full summary of the passage’s main ideas.

**Development: 4**  
Examples like using Zoom during COVID-19 add personal relevance but need more detail.

**Organization: 4**  
Ideas are loosely organized, with some repetition.

**Word Choice: 4**  
Basic vocabulary is appropriate but unvaried.

**Sentence Structure, Grammar, Mechanics: 3**  
Errors like “for the ways of communication we can say Goodbye” affect readability.

**15B – Social Interaction**

**Critical Response: 5**  
The writer summarizes the passage’s main ideas and connects them to personal experiences, such as classroom interactions.

**Development: 5**  
Examples about practicing vocabulary and a sibling’s health are relevant and detailed.

**Organization: 5**  
The essay is well-organized, with logical transitions between ideas.

**Word Choice: 4**  
Vocabulary is appropriate but could be more varied.

**Sentence Structure, Grammar, Mechanics: 3**  
Errors like “then when I alone” affect clarity but not comprehensibility.

**C1, C2, C3**

* **C1** is a placeholder and lacks content; it cannot be scored.
* **C2 and C3** are detailed analytical pieces unrelated to the rubric’s expectations and require separate evaluation criteria.

If you need further details on any essay or additional scoring adjustments, let me know!

**You said:**

Please score C1, C2, and C3.

**ChatGPT said:**

ChatGPT

**C1**

Unfortunately, **C1** contains only placeholder text ("Lorem ipsum") and does not meet the requirements for evaluation according to the rubric. Therefore, it receives scores of **0** in all categories:

* **Critical Response: 0**
* **Development: 0**
* **Organization: 0**
* **Word Choice: 0**
* **Sentence Structure, Grammar, Mechanics: 0**

**C2**

This essay is a well-structured and analytical response to Ray Bradbury’s *Fahrenheit 451*. While it is more academic in style than the other essays, I have evaluated it using the rubric, considering its alignment with the expectations for summarizing and analyzing the text.

* **Critical Response: 6**  
  The essay effectively identifies and summarizes key ideas about propaganda in *Fahrenheit 451*, including mass media manipulation, censorship, and fear-mongering. It thoroughly integrates these points into its analysis.
* **Development: 6**  
  The essay is well-developed, with detailed examples of propaganda in the novel, such as the use of mass media and the censorship of books. These ideas are supported with evidence from the text.
* **Organization: 6**  
  The essay is cohesively organized, with clear paragraph divisions and smooth transitions between ideas.
* **Word Choice: 6**  
  The vocabulary is advanced and precise, using terms like “totalitarian society,” “indoctrinated,” and “manipulate perceptions.” Word choice enhances clarity and depth.
* **Sentence Structure, Grammar, Mechanics: 6**  
  The essay demonstrates a high level of grammatical accuracy, with complex sentences and minimal errors.

**C3**

This essay discusses air purifiers, relying on external sources and technical details. While informative, it is outside the standard expectations for summarizing and analyzing a passage in the provided context. I’ve adapted the rubric accordingly.

* **Critical Response: 5**  
  The essay provides key points, such as the importance of CADR ratings for air purifiers and the effectiveness of the AHAM database, but does not fully explore connections to broader ideas.
* **Development: 5**  
  The essay includes technical details and personal insights, such as using a Dylos 1100 Pro, but some points are underdeveloped (e.g., benefits of air purification in daily life).
* **Organization: 5**  
  The structure is logical, with clear divisions for topics like CADR ratings and personal experiences, though transitions could be improved.
* **Word Choice: 6**  
  The vocabulary is specialized and precise, using terms like “particulate meters,” “calibrated instruments,” and “MERV 11 filters.”
* **Sentence Structure, Grammar, Mechanics: 5**  
  Sentence structure is generally strong, though there are minor errors like “extranous stuff” and “mcuh lower.”

If you’d like any additional clarification or feedback on these scores, feel free to ask!

C4.docx

Document

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

ChatGPT

Here is the evaluation for the uploaded essay:

### ****Essay: C4 – "Peers"****

**Critical Response: 6**  
The essay effectively summarizes the passage's main ideas, including both positive and negative aspects of peer influence, and connects them meaningfully to the writer's own experiences. It goes beyond mere summary by reflecting on personal growth and career development.

**Development: 6**  
The essay is thoroughly developed, with detailed and personal examples of peer influence, both negative (bullying) and positive (support in band and mentorship at work). These examples are well-integrated and relevant, showcasing how peers influenced the writer's life across various stages.

**Organization: 6**  
The essay follows a clear structure, with an introduction summarizing the passage, a middle section elaborating on personal experiences, and a conclusion that ties the ideas together. Transitions between paragraphs are smooth and logical.

**Word Choice: 6**  
Vocabulary is varied and appropriate, with precise phrases like "quantitative techniques," "mentorship," and "comprehensible takeaways." Word choice enhances the clarity and professionalism of the response.

**Sentence Structure, Grammar, Mechanics: 6**  
Sentences are well-constructed, with a mix of complex and simple structures. Grammar and mechanics are nearly flawless, with no noticeable errors that impede understanding.

This essay demonstrates a high level of proficiency across all rubric categories, aligning closely with the criteria for top scores. Let me know if you need further clarification!