

English 096 Scoring Guide

6 Very Strong

The 6 portfolio demonstrates very good writing ability. Revised essays in a 6 portfolio typically

- exhibit a clear purpose and a strong sense of audience.
- address the topic clearly and thoughtfully, responding effectively to all aspects of the assignment.
- are very clearly focused and coherently organized, with theses or main ideas supported by insightful reasons and well-chosen examples.
- meaningfully engage the text or texts through apt and specific references.
- show improvement over successive drafts, when necessary.
- use diction, phrasing, and syntax very effectively.
- are largely free from errors in grammar, usage, and mechanics.

The final in-class essay may exhibit less control of language than the revised essays, but will be thoughtful, well-organized, and adequately developed. The student is clearly ready for English 101.

5 Strong

A 5 portfolio demonstrates strong writing ability. Revised essays in a 5 portfolio typically

- exhibit a sense of purpose and audience
- address the topic clearly, but may respond to some aspects of the assignment more effectively than others.
- are clearly focused and organized, with theses or main ideas supported by appropriate reasons and examples.
- appropriately engage the text or texts.
- show improvement over successive drafts, when necessary.
- use diction, phrasing, and syntax correctly and effectively.
- may have a few errors in grammar, usage, and mechanics, but nothing that confuses or distracts the reader.

The final in-class essay may exhibit less control of language than the revised essays, but overall will be focused, organized, and adequately developed. The student is ready for English 101.

4 Adequate

A 4 portfolio demonstrates adequate writing ability. Revised essays in a 4 portfolio typically

- exhibit a sense of purpose and audience
- address the topic adequately, but may respond to some aspects of the assignment less effectively than others.
- are reasonably well-focused and organized, with theses or main ideas supported by reasons and examples.
- responds to text or texts in routine and mechanical ways.
- show improvement over successive drafts.
- demonstrate basic competence in diction, phrasing, and sentence structure, although there may be some imprecision and/or repetitiveness.
- may have some errors in grammar, usage, and mechanics, but these will be neither serious enough to confuse nor frequent enough to distract the reader.

The final in-class essay may exhibit less control of language, have occasional lapses of focus, some uneven development, or a mechanical organization, but it will respond to the topic at least minimally or implicitly. The student will benefit from the challenge of English 101.

3 Inadequate

A **3** portfolio demonstrates developing competence, but is flawed in some significant way(s). Revised essays in a 3 portfolio may

- not exhibit a sense of purpose and audience
- not address the topic adequately or might neglect aspects of the task.
- be lacking in focus or unclearly organized; may consist mostly of generalizations without support or details without conclusions.
- minimally respond to the text or texts; may use the text or texts in a largely irrelevant way; or not respond to texts at all.
- not show meaningful improvement over successive drafts, suggesting the writer does not yet understand how to revise effectively.
- lack control of diction, phrasing, and sentence structure.
- have errors in grammar, usage, and mechanics that are serious enough to confuse or frequent enough to distract the reader.

The final in-class essay often exhibits very limited control of language, and may be marked by lapses of focus, uneven development, and poor organization. The student would benefit from repeating English 096.

2 Very Weak

A **2** portfolio is seriously flawed, and generally is marked by *more than one* of the following characteristics. Revised essays in a 2 portfolio may

- not exhibit any sense of purpose or audience
- significantly misunderstand the topic or neglect important aspects of the task.
- be incoherently organized or lacking in focus, with inadequate development of ideas.
- inappropriately respond to text or texts, or may not use the text at all.
- not show meaningful improvement over successive drafts, suggesting the writer's inability to respond to instruction.
- be confusing in diction, phrasing, and sentence structure.
- have frequent and serious errors that interfere with meaning.

The final in-class essay often exhibits very limited control of language, and may be marked by lapses of focus, uneven development, and poor organization.

1 Incomplete

A **1** portfolio is incomplete in significant ways (for instance, does not have drafts of essays or other required materials or is missing one or more essays).