**EEAC Writing and Critical Thinking Pilot Scoring Guide**

*California State University, Los Angeles, 2014*

**6 - SUPERIOR:** A paper receiving a score of 6 is distinguished by its thoughtfully and effectively developed content and by its rhetorical sophistication. A paper in this category typically

* is insightful, cogent, and perceptive, indicating that the writer has a very clear purpose and strong sense of audience.
* has a clearly focused, coherently developed main idea and is effectively organized.
* offers specific and convincing evidence, examples, and details, which are presented appropriately and effectively.
* exhibits superior control of language, including diction, phrasing, and syntactic variety.
* avoids errors in mechanics, grammar, and usage, although it may have a few minor flaws.

**5 - STRONG:** A paper receiving a score of 5 is solid in content and development and employs an effective, confident style, though it may be less thoughtful or sophisticated than the 6. A paper in this category typically

* goes beyond a routine response, exhibiting a clear purpose and sense of audience.
* has a well-focused main idea and a clear and appropriate organization.
* is fully developed using specific, convincing evidence, examples, and details.
* demonstrates strong control of language and a general facility with diction, phrasing, and sentence structure.
* may have minor flaws or occasional awkwardness, but it will be largely free of errors in mechanics, grammar, and usage.

1. **ADEQUATE:** A paper receiving a score of 4 demonstrates **adequate** writing ability. It may be unremarkable in content, development, or style, but the writing is competent and sufficient to convey the writer's meaning. An essay in this category typically
   * may indicate that the writer has a vague or uncertain sense of purpose or audience, which leads to a routine or simplistic approach to the task/topic/assignment.
   * has a recognizable main idea and an apparent organization, however mechanical.
   * uses some specific evidence to develop and clarify ideas.
   * demonstrates basic competence in diction, phrasing, and sentence structure, although there may be some imprecision, clumsiness, and/or repetitiveness.
   * has minor errors in mechanics, grammar, and usage, but these will be neither frequent nor serious enough to confuse or significantly distract the reader.

**3** - **DEVELOPING:** A paper receiving a score of 3 is marked by significant weaknesses in content, development, or expression that may impair the writer's ability to generate and convey ideas clearly and effectively. An essay in this category typically has one or more of the following weaknesses: It may

* indicate that the writer has a confused or uncertain sense of purpose or audience,

which leads to a vague, unfocused, or inconsistent approach to the task/topic/assignment.

* be unclearly or incoherently organized or logically flawed.
* lack sufficient evidence to clarify or develop ideas.
* be uncertain or confusing in diction, phrasing, and sentence structure.
* have errors in mechanics, grammar, and usage that are frequent or serious enough to distract or confuse the reader.

**2 -NOT PROFICIENT:** A paper receiving a score of 2 is marked by weaknesses in both development and expression that severely limit the writer's ability to develop and communicate ideas. An essay in this category typically has several of the following weaknesses: it may

* have no clear purpose, focus, or awareness of audience.
* have obvious and significant flaws in organization and/or logic.
* lack specific evidence, or the evidence offered is largely irrelevant.
* lack control of diction, phrasing, and sentence structure.
* have such frequent and serious errors in mechanics, grammar, and usage that the writing is largely incoherent and meaning is nearly lost.

**1** - **UNACCEPTABLE:** A paper receiving a score of 1 represents an unacceptable approach to/treatment of the assignment: it may be inappropriate in content, tone, or genre; it may have completely misconstrued the topic; or it may appear to be largely patchwritten from other texts.