

6 point Essay Criteria /6

6 The six is **superior** and may draw upon any number of factors, such as maturity of style, depth of discussion, effectiveness of argument, use of literary and/or rhetorical devices, sophistication of wit, quality of imagination, or level of insight. It exhibits an effective writing style and a sophisticated use of language. Despite its clarity and precision, the response need not be error-free.

5 The five is **proficient**. The writing displays some manipulation of language to achieve a desired effect and exhibits a clear sense of voice and of audience. It reflects a strong grasp of the topic. It is thoughtful and interesting. The writing is well organized and demonstrates a strong command of the conventions of language. Vocabulary and sentence structure are varied and serve the writer's purpose successfully. Errors may be present, but are not distracting.

4 The four is **competent**. The writing conveys the writer's ideas, but without flair or strong control. Assertions tend to be simplistic; there are no significant errors in understanding. Diction and syntax are usually appropriate, but lack variety. Structure is predictable and relatively mechanical. The writing is organized and straightforward; it shows a clear sense of the writer's purpose. Conventions of language are usually followed, but some errors are evident.

3 The three is **barely adequate**. The paper may feature underdeveloped or simplistic ideas. Understanding of the topic and/or the passage may be partially flawed. Support may consist of long references to the passage which are not clearly connected to a central idea or may be meagre or repetitive. Little variety in diction and sentence structure is discernible. Transitions may be weak or absent. The response may show some sense of purpose, but errors may be distracting.

2 The two is **inadequate**. While there is an attempt to address the topic, understanding may be seriously flawed. The writing may be excessively colloquial (casual) or reflect inadequate knowledge of the conventions of language. While meaning is apparent, errors are recurring, distracting, and often impede meaning.

1 The one is **unacceptable**. The ideas are compromised by its deficiency of the composition, content, diction, syntax, structure, voice, or conventions of language. It does not meet the purpose of the task or may be too brief to address the topic. There is a serious lack of control in the writing.