

## In Class Timed Writing

**General:** Your score reflects my judgment of the essay's quality as a whole. I will reward you for what you do well in response to the prompt. I realize that you were under a time constraint, and I know that there will be occasional flaws in analysis or in prose style or mechanics; however, an essay with too many distracting errors in grammar and mechanics will NOT be scored higher than a 2. A 5 is an essay that doesn't say very much, but says it rather well. Essays below a 5 are those which make significant errors in interpretation and will need to be rewritten.

**9 (98)** Essays earning the score of 9 meet all the criteria for 8 papers and, in addition, are particularly well reasoned and insightful, rich in content, unique in voice, and/or demonstrate particular stylistic command or finesse.

**8 (94)** Essays earning the score of 8 effectively evaluate the argument, work, or tasks through a carefully reasoned critique of the strategies of the work. These essays are in-depth (at least 2 pages and often more), show a significant understanding of literary techniques and terminology, and relate all observations to the meaning of the work. They show strong detail and elaboration, and all assertions are supported by relevant textual references. Their prose demonstrates the writer's ability to control a wide range of the elements of effective writing, but need not be without flaws.

**7 (88)** Essays earning the score of 7 fit the description of 6 essays, but they are distinguished from them by fuller analysis or stronger prose style. They are significantly more than competent.

**6 (84)** Essays earning the score of 6 adequately evaluate the argument, work, or tasks. They present the views accurately, and their comments on important elements are generally sound. They do not have the depth, the elaboration, or the detail which must be related to the meaning of the work that essays which earn higher scores do; yet, they are logically ordered, well developed, and unified around a clear organizing principle. A few lapses in diction or syntax may be present, but—for the most part—the prose of 6 essays conveys the writer's ideas clearly.

**5 (78)** Essays earning the score of 5 evaluate the work, argument, or tasks, but the reasoning is limited or unevenly developed. A few lapses in diction or syntax may be present, but for the most part the prose of a 5 essay conveys the writer's ideas clearly. A 5 essay doesn't say much though it makes no significant errors of interpretation, and it says what it does rather well. These essays are generally competent but superficial.

**4 (74)** Essays earning the score of 4 respond inadequately to the question's tasks or argument. They may misinterpret or misrepresent a significant part of the work, or they may represent accurately but evaluate though a presentation that does not make the writer's views of the argument clear or convincing. The prose of a 4 essay usually conveys the writer's ideas adequately, but may suggest inconsistent control over such elements of writing as organization diction, and syntax.

**3 (68)** Essays earning the score of 3 are described by the criteria for the score of 4 but are particularly unsuccessful in their attempts to evaluate the work, the tasks, or the argument, or are particularly inconsistent in their control of the elements of writing.

**2 (64)** Essays earning the score of 2 demonstrate little or no success in evaluating the question. Some may substitute another related task. The prose of 2 papers may reveal consistent weaknesses in grammar or another of the basics of composition. These essays are characteristically brief.

**1 (58)** Essays earning the score of 1 are particularly simplistic in their response, inadequately short in length, and may reveal consistent weaknesses in grammar or other elements of composition.