

Score	Technique	Originality	Personal Voice
0	This piece is not adequately developed.		
Poor: In general, this piece is probably not salvageable. The student is not going in the right direction.			
1	<ul style="list-style-type: none"> • mechanical and usage errors • little or no control over structure or word choice • Piece is not organized. 	<ul style="list-style-type: none"> • Content is unoriginal and handled in a hackneyed way, is too complicated for the student to manage/develop fully, or too involved to be managed within the boundaries of the piece/genre. 	<ul style="list-style-type: none"> • no evidence that the student is manipulating language to convey feeling, meaning, or tone • Language lacks tone or style.
2	<ul style="list-style-type: none"> • mechanical and usage errors • very little control over structure and word choice • Piece is not organized. • Ideas are not fully developed. Critical information may be missing. • Details and information are irrelevant to the focus of the piece, or do not help to evolve tone, etc. 	<ul style="list-style-type: none"> • Content is unoriginal, too complicated for the student to manage, or too involved to be managed within the boundaries of the piece. 	<ul style="list-style-type: none"> • little evidence that the student is manipulating language to convey feeling, meaning, or tone • Language lacks tone or style. • language seems “stilted” and not proficient • feels like a response to a class assignment
3	<ul style="list-style-type: none"> • mechanical and usage errors • word choice does not seem carefully thought out • inconsistent organization • basic structure is there, but not much variation of sentence structure • Ideas are not fully developed. Critical information may be missing. • Includes many details and a great deal of information that is irrelevant to the focus of the piece, or does not help to evolve tone, setting, etc. 	<ul style="list-style-type: none"> • Content is unoriginal, too complicated for the student to manage, or too involved to be managed within the boundaries of the piece. 	<ul style="list-style-type: none"> • little evidence that the student is manipulating language to convey feeling, meaning, or tone • Language lacks tone or style. • While the author may convey the intended meaning, the piece lacks interest and seems flat. • feels like a response to a class assignment
Fair: With heavy editing, this piece could work. It would take some significant rewriting.			
4	<ul style="list-style-type: none"> • Language and mechanics are proficient. • Word choice is elementary. • Piece is organized, but the style may not fit with the content. • little variation of sentence structure • Ideas are not fully developed. Critical information may be missing. • Includes many details and a great deal of information that is irrelevant to the focus of the piece, or does not help to evolve tone, setting, etc. 	<ul style="list-style-type: none"> • Idea is unoriginal, or original but too complicated for the student to manage within the boundaries of the piece. 	<ul style="list-style-type: none"> • little evidence that the student is manipulating language to convey feeling, meaning, or tone • Language lacks tone or style. • While the author may convey the intended meaning, the piece lacks interest and seems flat. • feels like a response to a class assignment
5	<ul style="list-style-type: none"> • Language and mechanics are proficient. • Student is clearly choosing words and building phrases carefully. • Ideas are not fully developed. Critical information may be missing. • Includes some details and some information that is irrelevant to the focus of the piece, or does not help to evolve tone, setting, etc. 	<ul style="list-style-type: none"> • Idea is unoriginal, or original but too complicated for the student to manage within the boundaries of the piece. 	<ul style="list-style-type: none"> • Student is beginning to experiment with language and tone

Good: This piece needs work—a solid edit, some organizational changes, and some rewriting. With work, however, it could be a great piece.			
6	<ul style="list-style-type: none"> • Language and mechanics are proficient. • Word choice seems deliberate, and in general works to convey the intended meaning. • Sentence structure is varied. • Rhythm of the language throughout the piece may be inconsistent. • Ideas may not be fully developed, but the piece has direction, and most critical details are included. 	<ul style="list-style-type: none"> • Idea may be unoriginal, but the student is handling the subject matter in such a way that the piece and its topic become the student’s own. Or, the idea is original, but the student needs to focus it in order to develop it fully within the constraints of the style/genre she or he is using. 	<ul style="list-style-type: none"> • Student is beginning to experiment with language and tone • first signs of personal voice: reader gets a sense of the author or the author’s intention while reading the piece.
7	<ul style="list-style-type: none"> • Language and mechanics are very good. • effective organization • word choice is deliberate and works well with the author’s content • Sentence structure is varied. • Language is generally consistent throughout the piece. • Ideas are well developed and the piece has definite and intended direction. • Most critical details are included. 	<ul style="list-style-type: none"> • Idea may be unoriginal, but the student is handling the subject matter in such a way that the piece and its topic become the student’s own. Or, the idea is original, but the student needs to focus it down in order to develop it fully within the constraints of the style in which she or he is working. 	<ul style="list-style-type: none"> • Student is beginning to take risks with language, tone, and style • Early signs of personal voice: reader gets a sense of the author or the author’s intention while reading the piece.
8	<ul style="list-style-type: none"> • Very good language and mechanics. • effective organization • word choice is deliberate and works well with the content • Sentence structure is varied, and language is consistent throughout the piece. • ideas are fully developed • Details are chosen carefully and the piece is full of “spikes” to grab and hold the reader’s attention. 	<ul style="list-style-type: none"> • Idea may be unoriginal, but the student is handling the subject matter in such a way that the piece and its topic become the students own. Or, the idea is original and seems well suited to the style and genre in which the student is writing. 	<ul style="list-style-type: none"> • Student shows definite signs of risk-taking—of understanding the mechanics of language to the point that she or he can start playing with style and tone, manipulating the structure and wording of the piece to create feeling or meaning.
Excellent: With very little or no work at all, this piece could be published. These ratings are to be reserved for pieces that are truly outstanding.			
9	<ul style="list-style-type: none"> • Excellent language and mechanics. • effective and maybe innovative organization • sentence structure is varied • Language and rhythm are consistent throughout the piece. • Word choice is deliberate and works with content. • The ideas within and behind the work are well developed and the student is clearly and deliberately taking the piece in a given direction. • Details are chosen carefully and the piece is full of “spikes” to grab and hold the reader’s attention. 	<ul style="list-style-type: none"> • The idea is original and handled deftly in a genre and style suited to the subject matter. 	<ul style="list-style-type: none"> • Phrasing and language are memorable. • The student makes attempts, throughout the piece, to manipulate structure and wording to convey feeling or meaning. • There is a definite sense that the piece is the author’s own—that she or he is developing an original “voice.”
10	<ul style="list-style-type: none"> • Excellent language and mechanics. • Effective, subtle, and/or innovative organization • Word choice is deliberate and works with the content. • Sentence structure is varied. • Language and rhythm are consistent throughout the piece. • The ideas within and behind the work are well developed • Details are chosen carefully and are not superfluous. Piece is full of “spikes” to grab and hold the reader’s attention. 	<ul style="list-style-type: none"> • The idea is original and handled deftly in a genre and style suited to the subject matter. 	<ul style="list-style-type: none"> • Phrasing and language are memorable • The tone or voice is original, and the student seems confident in her or his own voice/style. • Student manipulates all of the mechanics of good writing to convey feeling and meaning throughout the piece.