

# ECPE

## Writing Rating Scale

	Rhetoric	Grammar/Syntax	Vocabulary	
Exceeds Standard	5	<ul style="list-style-type: none"> <li>• Topic richly, fully, complexly developed</li> <li>• Organization well-controlled; appropriate to the material</li> <li>• Connection is smooth</li> </ul>	<ul style="list-style-type: none"> <li>• Flexible use of a wide range of syntactic (sentence level) structures; morphological (word forms) control nearly always accurate</li> </ul>	<ul style="list-style-type: none"> <li>• Broad range; appropriately used</li> </ul>
	4	<ul style="list-style-type: none"> <li>• Topic clearly and completely developed, with acknowledgment of its complexity</li> <li>• Organization is controlled and shows appropriateness to the material</li> <li>• Few problems with connection</li> </ul>	<ul style="list-style-type: none"> <li>• Both simple and complex syntax adequately used; good morphological control</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary use shows flexibility; is usually appropriate</li> <li>• Any inappropriate vocabulary does not confuse meaning</li> </ul>
	3	<ul style="list-style-type: none"> <li>• Topic clearly developed, but not always completely or with acknowledgment of its complexity</li> <li>• Organization generally controlled; connection sometimes absent or unsuccessful</li> </ul>	<ul style="list-style-type: none"> <li>• Both simple and complex syntax present</li> <li>• For some, syntax is cautious but accurate, while others are more fluent but less accurate</li> <li>• Inconsistent morphological control</li> </ul>	<ul style="list-style-type: none"> <li>• Adequate vocabulary, but may sometimes be inappropriately used</li> </ul>
Standard	2	<ul style="list-style-type: none"> <li>• Topic development usually clear but simple and may be repetitive</li> <li>• Attempts to address different perspectives on the topic are often unsuccessful</li> <li>• Overreliance on prefabricated language and/or language from the prompt</li> <li>• Organization partially controlled</li> </ul>	<ul style="list-style-type: none"> <li>• Morphological errors are frequent</li> <li>• Simple sentences tend to be accurate; more complex ones tend to be inaccurate</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary may be limited in range, and is sometimes inappropriately used to the point that it causes confusion</li> </ul>
	1	<ul style="list-style-type: none"> <li>• Topic development may be unclear and/or limited by incompleteness or lack of focus</li> <li>• Might not be relevant to topic</li> <li>• Connection of ideas often absent or unsuccessful</li> </ul>	<ul style="list-style-type: none"> <li>• Pervasive and basic errors in sentence structure and word order cause confusion</li> <li>• Problems with subject-verb agreement, tense formation or word formation</li> <li>• Even basic sentences are filled with errors</li> </ul>	<ul style="list-style-type: none"> <li>• Incorrect use of vocabulary causes confusion</li> <li>• Even basic words may be misused</li> <li>• May show interference from other languages</li> </ul>
Below Standard				
Not Scored	Not On Topic	<p>A Not on Topic rating is awarded to any essay that:</p> <ul style="list-style-type: none"> <li>• is written on a topic different from those assigned; or</li> <li>• is connected to the prompt so loosely that the essay could very well have been prepared in advance; or</li> <li>• requires considerable effort to see any connection between the composition and the prompt.</li> </ul>		