

Score	Originality	Technical Skill	Emergence of a Personal Voice
1	<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"> Mechanical and usage errors. Little control over structure and word choice. Piece is not organized. Ideas are not fully developed. Critical information may be missing. Contains irrelevant details. 	<ul style="list-style-type: none"> Language lacks tone or style. No evidence that the student is manipulating language to convey feeling, meaning, or tone.
2			
3	<ul style="list-style-type: none"> Idea is unoriginal, or may be original but too complicated for the student to manage within the boundaries of the piece. 	<ul style="list-style-type: none"> Language and mechanics may be proficient, but word choice is elementary. Piece may be organized, but the style may not fit with the content. Little variation of sentence structure. Ideas are not fully developed. Includes irrelevant details. 	<ul style="list-style-type: none"> Little evidence that the student is manipulating language to convey feeling, meaning, or tone. While the author may convey the intended meaning, the piece lacks interest. May feel like a response to a class assignment.
4			
5	<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 becomes 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 they are using 	<ul style="list-style-type: none"> Language and mechanics are proficient. Word choice seems deliberate. 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. 	<ul style="list-style-type: none"> Student is beginning to experiment with language and tone or is taking risks. First signs of personal voice: reader gets a sense of the author or the author's intention.
6			
7	<ul style="list-style-type: none"> The idea is original or expresses an unoriginal idea in a new way. The subject is well suited to the style and genre in which the student is writing 	<ul style="list-style-type: none"> Language and mechanics are very good. Effective organization. Sentence structure is varied, and language is consistent throughout the piece. Ideas are fully developed, and details are chosen carefully. 	<ul style="list-style-type: none"> Student takes risks and demonstrates an understanding of the mechanics of language. The author is manipulating the structure and wording of the piece to create feeling or meaning.
8			
9	<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"> Excellent language and mechanics. Effective, subtle, or innovative organization. Word choice is deliberate and effective. Sentence structure is varied, and language and rhythm are consistent. The ideas are well developed. Piece holds the reader's attention. 	<ul style="list-style-type: none"> Phrasing and language are memorable. The tone or voice is original, and the student seems confident in their own voice/style. Student manipulates all of the mechanics of good writing to convey feeling and meaning throughout the piece.
10			