

	Argumentation	Development	Organization	Sentence Structure	Grammar
	Critical Response to the Writing Task and the Text	Development of the Writer's Ideas	Structure of the Response	Language Use: Sentences and Word Choice	Language Use: Grammar, Usage, and Mechanics
3	<ul style="list-style-type: none"> The response integrates <u>some</u> ideas from the text with <u>some</u> relevant elements of the writer's reading and experience, but may do so in an <u>uneven</u> manner. The response demonstrates <u>some</u> understanding of the main ideas in the text, but understanding is <u>uneven</u>, <u>superficial</u>, or <u>incomplete</u>. 	<ul style="list-style-type: none"> Development of ideas is <u>general</u> or <u>uneven</u>, but approaches to development <u>sometimes</u> support the <u>clarity</u> of the <u>writer's</u> ideas. The response uses <u>some</u> reasons and specific details and examples from the text and from the writer's reading and experience to develop ideas. 	<ul style="list-style-type: none"> The response uses a <u>basic</u> or <u>uneven</u> <u>organizational</u> structure that <u>sometimes</u> supports the writer's central focus and clarity of ideas. <u>For the most part</u>, <u>relevant</u> ideas are <u>grouped</u> together. <u>Some</u> simple and obvious transitions are used to convey relationships among ideas. 	<ul style="list-style-type: none"> Sentence control is <u>uneven</u>, but there is <u>some</u> <u>structural</u> variety to support the clarity of ideas. Word choice is <u>simple</u> but <u>usually</u> clear enough to convey meaning. 	<ul style="list-style-type: none"> Command of language is <u>uneven</u>. Grammar, usage, and mechanics are generally correct, but <u>some</u> errors are <u>distracting</u> and may <u>occasionally</u> <u>impede</u> understanding.
2	<ul style="list-style-type: none"> There is <u>little</u> integration of ideas from the text with elements of the writer's reading and experience. The response demonstrates a <u>weak</u> understanding of the main ideas in the text. 	<ul style="list-style-type: none"> Development of ideas is <u>weak</u>, and there may be <u>little</u> use of <u>relevant</u> approaches to development. If present, reasons, details, and examples from the text and from the writer's reading and experience are <u>brief</u>, <u>general</u>, <u>inadequately</u> developed, or <u>not</u> clearly relevant. 	<ul style="list-style-type: none"> The response shows an <u>attempt</u> to create a <u>central</u> focus and to put <u>related</u> ideas together, but <u>relationships</u> among ideas may be <u>unclear</u>. <u>Few</u>, if any, transitions are used to convey relationships among ideas. 	<ul style="list-style-type: none"> Sentences demonstrate <u>weak</u> control, and there is <u>little</u>, if any, <u>sentence</u> variety to provide clarity. Word choice is <u>simple</u>, and <u>sometimes</u> meaning is <u>not</u> clear. 	<ul style="list-style-type: none"> The response demonstrates a <u>weak</u> command of language. Grammar, usage, and mechanics are <u>sometimes</u> correct, but errors are <u>often</u> <u>distracting</u>, and <u>some</u> <u>impede</u> understanding.
1	<ul style="list-style-type: none"> There is <u>minimal</u>, if any, integration of ideas from the text with elements of the writer's reading and experience. The response demonstrates <u>little</u>, if any, understanding of the main ideas in the text. 	<ul style="list-style-type: none"> There is <u>minimal</u> or <u>no</u> development of ideas and <u>little</u>, if any, <u>use</u> of <u>relevant</u> approaches to development. If any reasons, details, and examples from the text or from the writer's reading and experience are present, these elements are <u>brief</u>, <u>general</u>, <u>undeveloped</u>, or <u>irrelevant</u>. 	<ul style="list-style-type: none"> There may be an attempt to group related ideas together, but the <u>main</u> focus of the response is <u>unclear</u>. Transitions are <u>rarely</u> used. 	<ul style="list-style-type: none"> Sentences demonstrate <u>minimal</u> or <u>no</u> control. Word choice is <u>often</u> <u>unclear</u> and <u>often</u> <u>obscures</u> meaning. 	<ul style="list-style-type: none"> The response demonstrates <u>minimal</u> command of language. Grammar, usage, and mechanics are <u>often</u> <u>incorrect</u>, and <u>errors</u> <u>frequently</u> <u>impede</u> understanding.

$$4(\text{Arg} + \text{Org} + \text{Dev}) + 2(\text{Grammar} + \text{Sent.}) = \text{Score}$$

CATW Analytic Scoring Rubric

	<i>Argumentation</i> Critical Response to the Writing Task and the Text	<i>Development</i> Development of the Writer's Ideas	<i>Organization</i> Structure of the Response	<i>Sentence Structure</i> Language Use: Sentences and Word Choice	<i>Grammar</i> Language Use: Grammar, Usage, and Mechanics
6	<ul style="list-style-type: none"> A <u>thoughtful and skillful</u> response to the task effectively integrates a <u>critical discussion</u> of ideas in the text with relevant elements of the writer's reading and experience. The discussion demonstrates a <u>thorough understanding</u> of the main ideas and the complexity of ideas in the text. 	<ul style="list-style-type: none"> Ideas are <u>fully developed</u>, and approaches to development (e.g., summarizing, evaluating, narrating) are used <u>skillfully</u> to support and convey the writer's ideas throughout the response. Reasons and specific details and examples from the text and from the writer's reading and experience are used <u>effectively</u> to develop ideas. 	<ul style="list-style-type: none"> Organization demonstrates a <u>well-designed progression of ideas</u> that supports the writer's central focus and the clarity of ideas throughout the response. <u>Sophisticated, effective use of transitions</u> conveys relationships among ideas throughout the response. 	<ul style="list-style-type: none"> Sentences are <u>consistently</u> well controlled, with <u>effective variety</u> in structure. Word choice is <u>sophisticated, precise, and effectively conveys the complexity</u> of the writer's ideas throughout the response. 	<ul style="list-style-type: none"> Though there may be a <u>few errors</u> in grammar, usage, and mechanics, <u>strong command of language</u> is apparent, and <u>meaning is clear</u> throughout the response.
5	<ul style="list-style-type: none"> The response <u>effectively integrates a critical discussion</u> of ideas in the text with relevant elements of the writer's reading and experience. The discussion demonstrates a <u>good understanding</u> of the main ideas and the complexity of ideas in the text. 	<ul style="list-style-type: none"> Ideas are <u>well developed</u>, and approaches to development (e.g., summarizing, evaluating, narrating) are usually used <u>skillfully</u> to support and convey the writer's ideas. Reasons and specific details and examples from the text and from the writer's reading and experience are <u>usually used effectively</u> to develop ideas. 	<ul style="list-style-type: none"> Organization generally demonstrates a <u>clear plan</u> with some <u>progression of ideas</u> that supports the writer's central focus and the clarity of the writer's ideas. Transitions <u>clearly convey relationships among ideas</u> throughout the response. 	<ul style="list-style-type: none"> Sentences are <u>usually well</u> controlled, and there is some <u>effective variety</u> in structure. Word choice is <u>usually specific and usually effective</u> in conveying the writer's ideas. 	<ul style="list-style-type: none"> Though there may be a <u>few errors</u> in grammar, usage, and mechanics, <u>good command of language</u> is apparent, and meaning is <u>usually clear</u>.
4	<ul style="list-style-type: none"> The response <u>competently</u> integrates a critical discussion of ideas in the text with relevant elements of the writer's reading and experience. The discussion consistently demonstrates an <u>understanding</u> of the main ideas and of some of the complexity in the text. 	<ul style="list-style-type: none"> Most ideas are <u>competently developed</u> and approaches to development (e.g., summarizing, evaluating, narrating) are <u>competently</u> used to support and convey the writer's ideas. Reasons and specific details and examples from the text and from the writer's reading and experience are <u>competently</u> used to develop ideas. 	<ul style="list-style-type: none"> An organizational structure is <u>evident</u> and <u>competently</u> supports the writer's central focus and the clarity of the writer's ideas. <u>Relevant ideas are grouped together</u>, and there may be <u>some evidence of progression of ideas</u>. Though often <u>simple and obvious</u>, transitions are <u>usually made</u> to convey relationships among ideas. 	<ul style="list-style-type: none"> Most sentences demonstrate <u>competent control</u>, and there is <u>enough structural variety</u> to support the clarity of the writer's ideas. Word choice is somewhat <u>general but clearly conveys meaning</u>. 	<ul style="list-style-type: none"> Language use is <u>competent</u>. Grammar, usage, and mechanics are <u>generally correct</u>, and <u>meaning is usually clear</u>.