

EAP Essay Scoring Rubric

Characteristic	6	5	4	3	2	1
Response to topic	Addresses the topic clearly and responds effectively to all aspects of the task.	Addresses the topic clearly, but may respond to some aspects of the task more effectively than others.	Addresses the topic, but may slight some aspects of the task.	Distorts or neglects aspects of the task.	Indicates confusion about the topic or neglects important aspects of the task.	Suggests an inability to comprehend the question or to respond meaningfully to the topic.
Understanding and use of the passage	Demonstrates a thorough critical understanding of the passage in developing an insightful response.	Demonstrates a sound critical understanding of the passage in developing a well-reasoned response.	Demonstrates a generally accurate understanding of the passage in developing a sensible response.	Demonstrates some understanding of the passage, but may misconstrue parts of it or make limited use of it in developing a weak response.	Demonstrates very poor understanding of the main points of the passage, does not use the passage appropriately in developing a response, or may not use the passage at all.	Demonstrates little or no ability to understand the passage or to use it in developing a response.
Quality and clarity of thought	Explores the issues thoughtfully and in depth.	Shows some depth and complexity of thought.	May treat the topic simplistically or repetitively.	Lacks focus or demonstrates confused or simplistic thinking.	Lacks focus and coherence and often fails to communicate ideas.	Is unfocused, illogical, or incoherent.
Organization, development, and support	Is coherently organized and developed, with ideas supported by apt reasons and well-chosen examples.	Is well organized and developed, with ideas supported by appropriate reasons and examples.	Is adequately organized and developed, generally supporting ideas with reasons and examples.	Is poorly organized and developed, presenting generalizations without adequate and appropriate support or presenting details without generalizations.	Has very weak organization and development, providing simplistic generalizations without support.	Is disorganized and undeveloped, providing little or no relevant support.
Syntax and command of language	Has an effective, fluent style marked by syntactic variety and a clear command of language.	Displays some syntactic variety and facility in the use of language.	Demonstrates adequate use of syntax and language.	Has limited control of syntax and vocabulary.	Has inadequate control of syntax and vocabulary.	Lacks basic control of syntax and vocabulary.
Grammar, usage, and mechanics	Is generally free from errors in grammar, usage, and mechanics.	May have a few errors in grammar, usage, and mechanics.	May have some errors, but generally demonstrates control of grammar, usage, and mechanics.	Has an accumulation of errors in grammar, usage, and mechanics that sometimes interfere with meaning.	Is marred by numerous errors in grammar, usage, and mechanics that frequently interfere with meaning.	Has serious and persistent errors in grammar, usage, and mechanics that severely interfere with meaning.