



NATIONAL LEAGUE OF AMERICAN PEN WOMEN, INC.
SARASOTA BRANCH

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Holistic Scoring Rubric

Those messages ranked 4-6 make clear a definite purpose, with varying degrees of effectiveness. Their structure/organization shows evidence of deliberate planning. Their tone shows their writers are aware of and sensitive to their audience and the context in which they are writing. And their writers' control of language and usage ranges from fairly reliable (at 4) to confident, creative, and accomplished (precise and economical) (at 6).

Those messages ranked 1-3 less successfully convey a purpose. Their structure/organization is hard to follow and ranges from average (at 3); to random (at 2); to absent (at 1). Their tone is less fitting to their audience, the context, and the assignment's purpose. And their writers' control of the conventions of English usage is lacking: It is inconsistent, incorrect, or downright careless.

Each score is briefly defined below.

6 This message is truly effective. It is powerful, clear, original communication, as well as correct,

A+ Messages scored at a 6 tend to offer sophisticated ideas within an organizational framework that is clear and appropriate to the topic. The supporting statements are particularly effective because of their substance, specificity, or illustrative quality. The writing is vivid, precise, and concise, though it may contain an occasional flaw.

5 This message is effective. A minor flaw may appear but goes unnoticed. It could be sent as is.

A Messages scored as a 5 are clearly organized with effective support for each of the writer's points. The writing offers substantive ideas though it may lack the flair or grace of a 6 message. The surface features are under control, with only an occasional lapse in usage.



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4 This message is basically effective though predictable. Flaws are present but don't overly distract. Minor revision(s) would make it better.

B Messages scored as a 4 show evidence of the writer's organizational plan. Support, though sufficient, tends to be less extensive or convincing than that found in messages scored as a 5 or 6. The writer generally observes the conventions of accepted English usage. Errors are usually present, but they are not severe enough to interfere significantly with the writer's substantive comments.

3 This message is minimally effective—or average—for its intended audience. It should undergo revisions.

C Messages scored as a 3 usually show some evidence of planning or development. However, the organization is often limited to a simple listing or haphazard recitation of ideas about the topic, leaving the impression of insufficiency or incompleteness. These messages demonstrate repeated weaknesses in accepted English usage, and they are generally ineffective in accomplishing the writer's purpose or in meeting their audience's expectations/needs due to an inappropriate/insensitive tone, wordiness and/or lack of sufficient follow up.

2 This message does not communicate effectively its message to its intended audience. Substantial revision is needed.

D Messages scored as a 2 are characterized by a marked lack of development or inadequate support of ideas. The level of thought in the writing is frequently superficial, often marked by a listing of unsupported generalizations. Instead of suggesting a distinct purpose, these messages often present conflicting or hazy purposes. Errors in accepted usage interfere with the overall effectiveness and, in fact, such surface errors distract the audience from the substantive message. There is little evidence that the writers understood their audience or the context.

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NATIONAL LEAGUE OF AMERICAN PEN WOMEN, INC. – SARASOTA BRANCH
3943 RIVERVIEW BOULEVARD, BRADENTON, FL34209
PRESIDENT@SARASOTAPENWOMEN.ORG



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- 1** This message does not communicate at all effectively its point to its intended audience. Complete revision suggested—substantive and surface.
- F** Messages scored as a 1 leave the impression that the writer has not only *not* accomplished a purpose but has not made a purpose visible on the page. The dominant feature of these messages is the lack of control. The writer stumbles both in conveying a clear plan for the message and in expressing ideas according to the conventions of accepted English usage.

Wilma Davidson, Ed.D.