

KAAC COMPOSITION SCORESHEET

Student Code # _____ EL MG HS

Reader Initials _____

District # _____ or Regional # _____

Composition title or opening phrase: _____
(for identification purposes only)

Readers, please do not leave the scoring site until:

1. Feedback to the student has been completed, and
2. ALL totals and ranks have been reviewed by the Composition Coordinator.
3. NO TWO BOOKLETS MAY RECEIVE THE SAME SCORE OR RANK.

Reader: Circle one score in each row on the scoresheet.

OVERALL SCORE	
CONTENT/Part 1 (2-56)	
STRUCTURE/Part 2 (3-39)	
CONVENTIONS/Part 3 (3-30)	
TOTAL	
RANK: _____ of _____ booklets	

CONTENT Part 1	Range 0	Range 1	Range 2	Range 3	Range 4	Range 5
Purpose	Demonstrates no focus on specified prompt 0	Attempts to establish a broad purpose but fails to develop a focus 1	Establishes a general purpose but contains frequent lapses 2 3	Establishes and maintains a narrowed purpose, occasional lapses 4 5 6	Establishes and maintains an authentic focused purpose throughout 7 8 9 10	Establishes and maintains an authentic insightful focused purpose throughout 11 12 13 14
Audience Awareness	Addresses incorrect audience by ignoring the prompt 0	Attempts to communicate with the audience but fails to satisfy audience needs 1	Addresses the needs of the audience with frequent lapses 2 3	Demonstrates some awareness of audience's unique needs; losessight of audience on occasion 4 5 6	Maintains an awareness of the audience's unique needs 7 8 9 10	Engages audience through a strong awareness of audience's needs 11 12 13 14
Voice/Tone		Demonstrates inappropriate or offensive tone or voice for intended audience 1	Demonstrates incorrect voice and/or tone for intended audience 2 3	Demonstrates voice and/or appropriate tone with occasional lapses 4 5 6	Conveys voice and/or appropriate tone 7 8 9 10	Sustains distinctive voice and/or appropriate tone 11 12 13 14
Idea Development		Provides little purposeful development of ideas 1	Demonstrates limited idea development with few details and/or weak support 2 3	Demonstrates some idea development with relevant details/support 4 5 6	Demonstrates depth of idea development with specific, sufficient details/support 7 8 9 10	Demonstrates reflective, analytical and/or insightful idea development 11 12 13 14

If statistics or research has been cited, does it appear valid? ___Yes ___No

If you answered "No", refer to your *Governor's Cup Composition Guide*.

Feedback:

Purpose	
Audience Awareness	
Voice/Tone	
Idea Development	
CONTENT/PART 1 TOTAL	

Circle one score in each row on the scoresheet.

Student Code # _____ EL MG HS

STRUCTURE Part 2	Range 1	Range 2	Range 3	Range 4	Range 5
Organization	Demonstrates <i>no</i> organizational structure 1	Demonstrates ineffective or <i>weak</i> organization, placing ideas in no logical order 2 3	Demonstrates <i>logical</i> organization with lapses in coherence 4 5 6	Demonstrates consistent, <i>logical, coherent organization</i> , presenting ideas in a logical progression 7 8 9	Demonstrates <i>careful</i> and/or <i>subtle</i> organization that enhances the purpose and guides the reader 10 11 12 13
Transition	<i>Lacks</i> transitional elements 1	Demonstrates <i>simple</i> and <i>infrequent</i> transitions 2 3	Demonstrates some <i>effective</i> transitional elements, relies mostly on simple transitions 4 5 6	Demonstrates <i>logical</i> , effective transitional elements <i>throughout</i> 7 8 9	Demonstrates varied and <i>subtle</i> transitional elements throughout that connect ideas and <i>guide</i> the reader 10 11 12 13
Sentence Structure	Demonstrates <i>incorrect</i> sentence structure throughout 1	Demonstrates some <i>ineffective</i> or <i>incorrect</i> sentence structure 2 3	Demonstrates simple sentences; <i>attempts more complex sentences</i> but lacks control of sentence 4 5 6	Demonstrates <i>control</i> and <i>variety</i> in sentence structure 7 8 9	Demonstrates control, variety and <i>complexity</i> in sentence structure to enhance meaning 10 11 12 13
Feedback:			Organization		
			Transition		
			Sentence Structure		
			STRUCTURE/PART 2 TOTAL		

CONVENTIONS/Part 3	Range 1	Range 2	Range 3	Range 4
Grammar (Agreement, pronoun usage, participles, preposition usage, misplaced modifier, etc.)	Demonstrates <i>lack</i> of control in grammar and usage 1	Demonstrates <i>some control</i> of grammar and usage with <i>some errors</i> that do not interfere with communication 2 3	Demonstrates <i>control</i> of grammar and usage <i>relative to length and complexity</i> 4 5 6	Demonstrates control of grammar and usage to <i>enhance meaning</i> 7 8 9 10
Word Choice	Demonstrates <i>incorrect</i> or ineffective word choice 1	Demonstrates <i>simplistic</i> and/or <i>imprecise</i> word choice 2 3	Demonstrates <i>acceptable</i> word choice <i>appropriate</i> for audience and purpose 4 5 6	Demonstrates <i>accurate, rich</i> and/or <i>precise</i> word choice appropriate for audience and purpose 7 8 9 10
Correctness (Punctuation, capitalization, spelling, etc.)	Demonstrates <i>lack</i> of control in correctness 1	Demonstrates <i>some</i> control of correctness 2 3	Demonstrates control of correctness <i>relative to length and complexity</i> 4 5 6	Demonstrates control of correctness to <i>enhance</i> communication 7 8 9 10
Feedback:			Grammar	
			Word Choice	
			Correctness	
			CONVENTIONS/PART 3 TOTAL	