

English SEE marking guide

External assessment

SEE 1 Section 1: Extended response (45 marks)

SEE 1 Section 2: Persuasive written response (45 marks)

SEE 2 Paper 1: Extended response (45 marks)

SEE 2 Paper 2: Extended response (45 marks)

Assessment objectives

This assessment instrument is used to determine student achievement in the following objectives:

1. use patterns and conventions of the chosen genre to achieve particular purposes in a specific context
2. establish and maintain the role of the writer and relationship with an identified public audience
3. analyse perspectives and the representation of a concept, identity, time or place in two literary texts
4. analyse the ways cultural assumptions, attitudes, values and beliefs underpin two literary texts and invite audiences to take up positions
5. analyse the effects of aesthetic features and stylistic devices in two literary texts
6. select and synthesise subject matter to support perspectives
7. organise and sequence subject matter to achieve particular purposes
8. use cohesive devices to emphasise ideas and connect parts of a text for a public audience
9. make language choices for particular purposes and contexts
10. use grammar and language structures for particular purposes
11. use written features, including conventional spelling and punctuation, to achieve particular purposes.

Purpose

This document is an External assessment marking guide (EAMG).

The EAMG:

- Provides a tool for calibrating external assessment markers to ensure reliability of results
- Indicates the correlation, for each question, between mark allocation and qualities at each level of the mark range
- Informs schools and students about how marks are matched to qualities in student responses.

Mark allocation

Where a response does not meet any of the descriptors for a question or a criterion, a mark of '0' will be recorded. Where no response to a question has been made, a mark of 'N' will be recorded.

SEE 1 Section 1

External assessment marking guide

Extended response

Criterion 1: Knowledge application (18 marks)

Analysis of perspectives and representations	M	Analysis of the ways ideas underpin the literary text	M	Analysis of the writer's choices	M
The response:					
<ul style="list-style-type: none"> examines relevant perspectives or representations in both texts provides an authoritative interpretation of these perspectives or representations 	6	<ul style="list-style-type: none"> examines how both texts are underpinned by cultural assumptions, attitudes, values or beliefs provides an authoritative interpretation of these cultural assumptions, attitudes, values or beliefs 	6	<ul style="list-style-type: none"> examines how the writer's stylistic or aesthetic choices shape both texts provides an authoritative interpretation of these stylistic or aesthetic choices 	6
<ul style="list-style-type: none"> examines relevant perspectives or representations in both texts provides a purposeful interpretation of these perspectives or representations 	5	<ul style="list-style-type: none"> examines how both texts are underpinned by cultural assumptions, attitudes, values or beliefs provides a purposeful interpretation of these cultural assumptions, attitudes, values or beliefs 	5	<ul style="list-style-type: none"> examines how the writer's stylistic or aesthetic choices shape both texts provides a purposeful interpretation of these stylistic or aesthetic choices 	5
<ul style="list-style-type: none"> examines relevant perspectives or representations in both texts provides an interpretation of these perspectives or representations 	4	<ul style="list-style-type: none"> examines how both texts are underpinned by cultural assumptions, attitudes, values or beliefs provides an interpretation of these cultural assumptions, attitudes, values or beliefs 	4	<ul style="list-style-type: none"> examines how the writer's stylistic or aesthetic choices shape both texts provides an interpretation of these stylistic or aesthetic choices 	4
<ul style="list-style-type: none"> examines relevant perspectives or representations in both texts provides a summary of these perspectives or representations 	3	<ul style="list-style-type: none"> examines how both texts are underpinned by cultural assumptions, attitudes, values or beliefs provides a summary of these cultural assumptions, attitudes, values or beliefs 	3	<ul style="list-style-type: none"> examines how the writer's stylistic or aesthetic choices shape both texts provides a summary of these stylistic or aesthetic choices 	3
<ul style="list-style-type: none"> identifies relevant perspectives or representations evident in both texts <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> examines relevant perspectives or representations in one text provides an interpretation of these perspectives or representations 	2	<ul style="list-style-type: none"> identifies cultural assumptions, attitudes, values or beliefs in both texts <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> examines how one text is underpinned by cultural assumptions, attitudes, values or beliefs provides an interpretation of these cultural assumptions, attitudes, values or beliefs 	2	<ul style="list-style-type: none"> identifies stylistic or aesthetic choices of the writer in both texts <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> examines how the writer's stylistic or aesthetic choices shape one text provides an interpretation of these stylistic or aesthetic choices 	2
<ul style="list-style-type: none"> identifies some views or roles in the text/s 	1	<ul style="list-style-type: none"> identifies some ideas in the text/s 	1	<ul style="list-style-type: none"> identifies some choices of the writer in the text/s 	1
<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0	<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0	<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0

Criterion 2: Organisation and development (16 marks)

Development	M	Selection and synthesis	M	Sequencing and organisation	M	Cohesion	M
The response:							
<ul style="list-style-type: none"> provides a discriminating thesis that is to be substantiated develops arguments to support the thesis across the response provides clear conclusions based on the arguments 	5	<ul style="list-style-type: none"> provides well-considered selection of evidence from both texts uses this explicitly to support arguments 	5	<ul style="list-style-type: none"> demonstrates discriminating sequencing of information and ideas in and between paragraphs 	3	<ul style="list-style-type: none"> uses cohesive devices to connect, develop, emphasise, and transition between ideas within paragraphs and across the response 	3
<ul style="list-style-type: none"> provides a credible thesis that is to be substantiated develops arguments to support the thesis across the response provides clear conclusions based on the arguments 	4	<ul style="list-style-type: none"> provides well-considered selection of evidence from both texts uses this to support arguments 	4	<ul style="list-style-type: none"> demonstrates sequencing of information and ideas in paragraphs 	2	<ul style="list-style-type: none"> uses cohesive devices to connect and develop ideas 	2
<ul style="list-style-type: none"> provides a credible thesis that is to be substantiated includes statements to support the thesis 	3	<ul style="list-style-type: none"> provides evidence from both texts uses this in connection with arguments 	3	<ul style="list-style-type: none"> includes fragmented information and ideas 	1	<ul style="list-style-type: none"> uses some connecting phrases or words to link ideas 	1
<ul style="list-style-type: none"> provides a statement that responds to an aspect of the question 	2	<ul style="list-style-type: none"> provides evidence from both texts connects this to some arguments 	2	<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0	<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0
<ul style="list-style-type: none"> includes some statements on the literary texts 	1	<ul style="list-style-type: none"> includes evidence from the text/s 	1				
<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0	<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0				

Criterion 3: Textual features (11 marks)

Grammar and sentence structure	M	Language choices	M	Punctuation	M	Spelling	M
The response:							
<ul style="list-style-type: none"> uses grammatically accurate sentence structures 	3	<ul style="list-style-type: none"> uses vocabulary with discrimination to develop ideas uses register appropriate to role of the public writer with discrimination 	4	<ul style="list-style-type: none"> uses punctuation accurately and purposefully 	2	<ul style="list-style-type: none"> uses simple and complex words that can be understood in context 	2
<ul style="list-style-type: none"> uses grammar and sentence structures that affect development of ideas, but meaning is still discernible 	2	<ul style="list-style-type: none"> uses suitable vocabulary to convey ideas uses register appropriate to role of the public writer 	3	<ul style="list-style-type: none"> uses punctuation with lapses that may affect fluency, but meaning is still discernible 	1	<ul style="list-style-type: none"> uses simple words in a way that fluency may be affected, but meaning is still discernible 	1
<ul style="list-style-type: none"> uses grammar and sentence structures that may have lapses that impede meaning 	1	<ul style="list-style-type: none"> uses vocabulary that affects development of ideas, but meaning is still discernible 	2	<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0	<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0
<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0	<ul style="list-style-type: none"> uses vocabulary that may have lapses that impede meaning 	1				
		<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0				

SEE 1 Section 2

External assessment marking guide

Extended response

Criterion 1: Knowledge application (18 marks)

Creation of perspectives and representations	M	Use of the ways ideas underpin the literary text	M	Use of writer's choices	M
The response:					
• demonstrates astute creation of complex perspectives or representations	6	• demonstrates astute use of cultural assumptions, attitudes, values or beliefs to position audiences	6	• demonstrates astute use of stylistic or aesthetic choices to shape the persuasive text	6
• demonstrates purposeful creation of perspectives or representations	5	• demonstrates purposeful use of cultural assumptions, attitudes, values or beliefs to position audiences	5	• demonstrates purposeful use of stylistic or aesthetic choices to shape the persuasive text	5
• demonstrates suitable creation of perspectives or representations	4	• demonstrates suitable use of cultural assumptions, attitudes, values or beliefs to position audiences	4	• demonstrates suitable use of stylistic or aesthetic choices to shape the persuasive text	4
• demonstrates creation of perspectives or representations, that may, at times, be superficial	3	• demonstrates use of cultural assumptions, attitudes, values or beliefs, that may, at times, be superficial	3	• demonstrates use of stylistic or aesthetic choices that may, at times, be superficial	3
• identifies perspectives or representations	2	• identifies cultural assumptions, attitudes, values or beliefs	2	• demonstrates use of stylistic or aesthetic choices that may, at times, be inappropriate	2
• identifies some aspects of perspectives or representations	1	• identifies some aspects of cultural assumptions, attitudes, values or beliefs	1	• demonstrates some aspects of stylistic and aesthetic choices	1
• does not satisfy any of the descriptors above.	0	• does not satisfy any of the descriptors above.	0	• does not satisfy any of the descriptors above.	0

Criterion 2: Organisation and development (16 marks)

Development	M	Selection and synthesis	M	Sequencing and organisation	M	Cohesion	M
The response:							
<ul style="list-style-type: none"> provides a discriminating issue-focused thesis that is to be substantiated develops arguments to support the thesis across the response provides clear conclusions about the issue 	5	<ul style="list-style-type: none"> provides well-considered selection of ideas and information uses this explicitly to develop the persuasive argument 	5	<ul style="list-style-type: none"> demonstrates logical sequencing of information and ideas in and between paragraphs 	3	<ul style="list-style-type: none"> uses cohesive devices to connect, develop, emphasise, and transition between ideas within paragraphs and across the response 	3
<ul style="list-style-type: none"> provides a credible issue-focused thesis that is to be substantiated develops arguments to support the thesis across the response provides clear conclusions about the issue 	4	<ul style="list-style-type: none"> provides well-considered selection of ideas and information uses this to develop the persuasive argument 	4	<ul style="list-style-type: none"> demonstrates sequencing of information and ideas in paragraphs 	2	<ul style="list-style-type: none"> uses cohesive devices to connect and develop ideas 	2
<ul style="list-style-type: none"> provides an issue-focused thesis that is to be substantiated includes statements to support the thesis 	3	<ul style="list-style-type: none"> provides ideas and information uses this in connection with the persuasive argument 	3	<ul style="list-style-type: none"> includes fragmented information and ideas 	1	<ul style="list-style-type: none"> uses some connecting phrases or words to link ideas 	1
<ul style="list-style-type: none"> provides statements that respond to aspects of the issue 	2	<ul style="list-style-type: none"> provides ideas and information connects this to some aspects of the argument 	2	<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0	<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0
<ul style="list-style-type: none"> provides some statements on the issue 	1	<ul style="list-style-type: none"> provides statements of ideas or information 	1				
<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0	<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0				

Criterion 3: Textual features (11 marks)

Grammar and sentence structure	M	Language choices	M	Punctuation	M	Spelling	M
The response:							
<ul style="list-style-type: none"> uses grammatically accurate sentence structures 	3	<ul style="list-style-type: none"> uses vocabulary with discrimination to develop ideas uses register appropriate to role of the persuasive speaker with discrimination 	4	<ul style="list-style-type: none"> uses punctuation accurately and purposefully 	2	<ul style="list-style-type: none"> uses simple and complex words that can be understood in context 	2
<ul style="list-style-type: none"> uses grammar and sentence structures that may affect development of ideas, but meaning is still discernible 	2	<ul style="list-style-type: none"> uses suitable vocabulary to develop ideas uses register appropriate to role of the persuasive speaker 	3	<ul style="list-style-type: none"> uses punctuation with lapses that affect fluency, but meaning is still discernible 	1	<ul style="list-style-type: none"> uses simple words in a way that fluency may be affected, but meaning is still discernible 	1
<ul style="list-style-type: none"> uses grammar and sentence structures that may have lapses that impede meaning. 	1	<ul style="list-style-type: none"> uses vocabulary that may affect development of ideas, but meaning is still discernible 	2	<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0	<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0
<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0	<ul style="list-style-type: none"> uses vocabulary that may have lapses that impede meaning 	1				
		<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0				

SEE 2 Paper 1

External assessment marking guide

Extended response

Criterion 1: Knowledge application (18 marks)

Creation of perspectives and representations	M	Use of the ways ideas underpin the literary text	M	Use of writer's choices	M
The response:					
<ul style="list-style-type: none"> demonstrates astute creation of complex perspectives or representations 	6	<ul style="list-style-type: none"> demonstrates astute use of cultural assumptions, attitudes, values or beliefs to position audiences 	6	<ul style="list-style-type: none"> demonstrates astute use of stylistic or aesthetic choices to shape an imaginative text 	6
<ul style="list-style-type: none"> demonstrates purposeful creation of perspectives or representations 	5	<ul style="list-style-type: none"> demonstrates purposeful use of cultural assumptions, attitudes, values or beliefs to position audiences 	5	<ul style="list-style-type: none"> demonstrates purposeful use of stylistic or aesthetic choices to shape an imaginative text 	5
<ul style="list-style-type: none"> demonstrates suitable creation of perspectives or representations 	4	<ul style="list-style-type: none"> demonstrates suitable use of cultural assumptions, attitudes, values or beliefs to position audiences 	4	<ul style="list-style-type: none"> demonstrates suitable use of stylistic or aesthetic choices to shape an imaginative text 	4
<ul style="list-style-type: none"> demonstrates creation of perspectives or representations, that may, at times, be superficial 	3	<ul style="list-style-type: none"> demonstrates use of cultural assumptions, attitudes, values or beliefs that may, at times, be superficial 	3	<ul style="list-style-type: none"> demonstrates use of stylistic or aesthetic choices that may, at times, be superficial 	3
<ul style="list-style-type: none"> identifies perspectives or representations 	2	<ul style="list-style-type: none"> identifies cultural assumptions, attitudes, values or beliefs 	2	<ul style="list-style-type: none"> demonstrates use of stylistic or aesthetic choices that may, at times, be inappropriate 	2
<ul style="list-style-type: none"> identifies some aspects of perspectives or representations 	1	<ul style="list-style-type: none"> identifies some aspects of cultural assumptions, attitudes, values or beliefs 	1	<ul style="list-style-type: none"> demonstrates some aspects of stylistic or aesthetic choices 	1
<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0	<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0	<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0

Criterion 2: Organisation and development (16 marks)

Development	M	Selection and synthesis	M	Sequencing and organisation	M	Cohesion	M
The response:							
<ul style="list-style-type: none"> provides a discriminating narrative that responds to the item and is developed across the response 	5	<ul style="list-style-type: none"> provides well-considered selection of ideas uses these explicitly to develop the narrative 	5	<ul style="list-style-type: none"> demonstrates logical and discriminating sequencing of ideas within and between paragraphs 	3	<ul style="list-style-type: none"> uses connective devices to develop, emphasise and transition between ideas within paragraphs and across the response 	3
<ul style="list-style-type: none"> provides a purposeful narrative that responds to the item and is developed across the response 	4	<ul style="list-style-type: none"> provides well-considered selection of ideas uses these to develop the narrative 	4	<ul style="list-style-type: none"> demonstrates sequencing of information and ideas within and between paragraphs 	2	<ul style="list-style-type: none"> uses connective devices to emphasise and develop ideas 	2
<ul style="list-style-type: none"> provides a narrative that responds to the item 	3	<ul style="list-style-type: none"> provides ideas uses these to frame the narrative 	3	<ul style="list-style-type: none"> demonstrates sequencing of information and ideas 	1	<ul style="list-style-type: none"> uses some connecting phrases or words to link ideas 	1
<ul style="list-style-type: none"> provides a narrative that responds to aspects of the item 	2	<ul style="list-style-type: none"> provides ideas uses these to frame aspects of the narrative 	2	<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0	<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0
<ul style="list-style-type: none"> provides some statements in response to the item 	1	<ul style="list-style-type: none"> provides statements 	1				
<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0	<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0				

Criterion 3: Textual features (11 marks)

Grammar and sentence structure	M	Language choices	M	Punctuation	M	Spelling	M
The response:							
<ul style="list-style-type: none"> uses grammatically accurate sentence structures 	3	<ul style="list-style-type: none"> uses vocabulary with discrimination to develop ideas uses language with discrimination to develop the role of the writer 	4	<ul style="list-style-type: none"> uses punctuation accurately and purposefully 	2	<ul style="list-style-type: none"> uses simple and complex words that can be understood in context 	2
<ul style="list-style-type: none"> uses grammar and sentences structures that may affect fluency, but meaning is still discernible 	2	<ul style="list-style-type: none"> uses suitable vocabulary to develop ideas uses language appropriately to develop the role of the writer 	3	<ul style="list-style-type: none"> uses punctuation with lapses that may affect fluency, but meaning is still discernible 	1	<ul style="list-style-type: none"> uses simple words in a way that fluency may be affected, but meaning is still discernible 	1
<ul style="list-style-type: none"> uses grammar and sentence structures that may have lapses that impede meaning 	1	<ul style="list-style-type: none"> uses vocabulary that may affect the development of ideas, but meaning is still discernible 	2	<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0	<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0
<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0	<ul style="list-style-type: none"> uses vocabulary that may have lapses that impede meaning 	1				
		<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0				

SEE 2 Paper 2

External assessment marking guide

Extended response

Criterion 1: Knowledge application (18 marks)

Analysis of perspectives and representations	M	Analysis of the ways ideas underpin the literary text	M	Analysis of the writer's choices	M
The response:					
<ul style="list-style-type: none"> examines relevant perspectives or representations in the text provides an authoritative interpretation of these perspectives or representations 	6	<ul style="list-style-type: none"> examines how the text is underpinned by cultural assumptions, attitudes, values or beliefs provides an authoritative interpretation of these cultural assumptions, attitudes, values or beliefs 	6	<ul style="list-style-type: none"> examines how the writer's stylistic or aesthetic choices shape the text provides an authoritative interpretation of these stylistic or aesthetic choices 	6
<ul style="list-style-type: none"> examines relevant perspectives or representations in the text provides a purposeful interpretation of these perspectives or representations 	5	<ul style="list-style-type: none"> examines how the text is underpinned by cultural assumptions, attitudes, values or beliefs provides a purposeful interpretation of these cultural assumptions, attitudes, values or beliefs 	5	<ul style="list-style-type: none"> examines how the writer's stylistic or aesthetic choices shape the text provides a purposeful interpretation of these stylistic or aesthetic choices 	5
<ul style="list-style-type: none"> examines relevant perspectives or representations in the text provides an interpretation of these perspectives or representations 	4	<ul style="list-style-type: none"> examines how the text is underpinned by cultural assumptions, attitudes, values or beliefs provides an interpretation of these cultural assumptions, attitudes, values or beliefs 	4	<ul style="list-style-type: none"> examines how the writer's stylistic or aesthetic choices shape the text provides an interpretation of these stylistic or aesthetic choices 	4
<ul style="list-style-type: none"> examines relevant perspectives or representations in the text provides a summary of these perspectives or representations 	3	<ul style="list-style-type: none"> examines how the text is underpinned by cultural assumptions, attitudes, values or beliefs provides a summary of these cultural assumptions, attitudes, values or beliefs 	3	<ul style="list-style-type: none"> examines how the writer's stylistic or aesthetic choices shape the text provides a summary of these stylistic or aesthetic choices 	3
<ul style="list-style-type: none"> identifies relevant perspectives or representations evident in the text 	2	<ul style="list-style-type: none"> identifies cultural assumptions, attitudes, values or beliefs in the text 	2	<ul style="list-style-type: none"> identifies stylistic or aesthetic choices of the writer in the text 	2
<ul style="list-style-type: none"> identifies some views or roles in the text 	1	<ul style="list-style-type: none"> identifies some ideas in the text 	1	<ul style="list-style-type: none"> identifies some choices of the writer in the text 	1
<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0	<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0	<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0

Criterion 2: Organisation and development (16 marks)

Development	M	Selection and synthesis	M	Sequencing and organisation	M	Cohesion	M
The response:							
<ul style="list-style-type: none"> provides a discriminating thesis that is to be substantiated develops arguments to support the thesis across the response provides clear conclusions based on the arguments 	5	<ul style="list-style-type: none"> provides well-considered selection of evidence from the text uses this explicitly to support arguments 	5	<ul style="list-style-type: none"> demonstrates logical sequencing of information and ideas in and between paragraphs 	3	<ul style="list-style-type: none"> uses cohesive devices to connect, develop, emphasise, and transition between ideas within paragraphs and across the response 	3
<ul style="list-style-type: none"> provides a credible thesis that is to be substantiated develops arguments to support the thesis across the response provides clear conclusions based on the arguments 	4	<ul style="list-style-type: none"> provides well-considered selection of evidence from the text uses this to support arguments 	4	<ul style="list-style-type: none"> demonstrates sequencing of information and ideas in paragraphs 	2	<ul style="list-style-type: none"> uses cohesive devices to connect and develop ideas 	2
<ul style="list-style-type: none"> provides a credible thesis that is to be substantiated includes statements to support the thesis 	3	<ul style="list-style-type: none"> provides evidence from the text uses this in connection with arguments 	3	<ul style="list-style-type: none"> includes fragmented information and ideas 	1	<ul style="list-style-type: none"> uses some connecting phrases or words to link ideas 	1
<ul style="list-style-type: none"> provides a statement that responds to an aspect of the question 	2	<ul style="list-style-type: none"> provides evidence from the text connects this to some arguments 	2	<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0	<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0
<ul style="list-style-type: none"> includes some statements on the literary text 	1	<ul style="list-style-type: none"> includes evidence from the text 	1				
<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0	<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0				

Criterion 3: Textual features (11 marks)

Grammar and sentence structure	M	Language choices	M	Punctuation	M	Spelling	M
The response:							
<ul style="list-style-type: none"> uses grammatically accurate sentence structures 	3	<ul style="list-style-type: none"> uses vocabulary with discrimination to develop ideas uses register appropriate to role of the essay writer with discrimination 	4	<ul style="list-style-type: none"> uses punctuation accurately and purposefully 	2	<ul style="list-style-type: none"> uses simple and complex words that can be understood in context 	2
<ul style="list-style-type: none"> uses grammar and sentence structures that may affect development of ideas, but meaning is still discernible 	2	<ul style="list-style-type: none"> uses suitable vocabulary to develop ideas uses register appropriate to the role of the essay writer 	3	<ul style="list-style-type: none"> uses punctuation with lapses that may affect fluency, but meaning is still discernible 	1	<ul style="list-style-type: none"> uses simple words in a way that fluency may be affected, but meaning is still discernible 	1
<ul style="list-style-type: none"> uses grammar and sentence structures that may have lapses that impede meaning 	1	<ul style="list-style-type: none"> uses vocabulary that may affect development of ideas, but meaning is still discernible 	2	<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0	<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0
<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0	<ul style="list-style-type: none"> uses vocabulary that may have lapses that impede meaning 	1				
		<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0				