

UDWE SCORING GUIDE

Read the question carefully to understand what the student is asked to do. When scoring a paper, do so holistically, considering it in light of the following criteria. Give appropriate weight to what the student does well and recognize that not all criteria for a particular scoring category may apply to every essay.

POSSIBLE SCORES

3 Competent. A competent essay is characterized by the following features:

- Demonstrates a sound understanding of the question and thoroughly answers it
- Thoughtfully engages the question and maintains focus, reveals a clear sense of purpose, and forwards a strong thesis or main point
- Is effectively organized, demonstrating a sense of structure, purposeful paragraphing, an effective introduction, a thoughtful conclusion, and helpful transitions
- Contains apt supporting details and examples, as well as a solid sense of appropriate evidence
- Presents an argument that is cogent, logical, and fully developed
- Reveals a clear grasp of proper sentence structure and some variety of syntax

2 Developing Competence. An essay demonstrating developing competence is characterized by the following features:

- Demonstrates a general understanding of the question, but may respond to some aspects of the prompt more fully or effectively than to others
- Maintains a degree of focus, while forwarding a plausible thesis
- Is organized, and provides adequate paragraphs and transitions; introduction and conclusion are present, but either or both may be less than thoroughly developed
- Contains some supporting details and provides adequate evidence
- Presents an argument that is coherent, reasonable, and adequately developed
- May include some sentence-level errors, but not enough to cast doubt on the writer's mastery over basic conventions of written English

1 Incompetent. An incompetent essay demonstrates one or more of the following problems:

- Fails to comprehend the question, either misunderstanding the prompt or seriously distorting it
- Is unfocused, lacks a sense of purpose, and/or fails to forward a thesis
- Is unorganized and/or poorly paragraphed
- Relies on insufficient evidence, failing to provide specific or relevant details
- Is incoherent, illogical and/or insufficiently developed
- Demonstrates a pattern of errors that casts doubt on the writer's mastery over basic conventions of written English

Booklets with no response or responses that argue with or avoid the question entirely should be given to the question leader.