

# Comparison of GED and WritePlacer Rubrics

	GED 1 Inadequate	WP 1 No Mastery	WP 2 Very Little Mastery	GED 2 Marginal	WP 3 Little Mastery	WP 4 Developing Mastery
Response to Prompt	Attempts to address the prompt but with little or no success in establishing a focus			Addresses the prompt, though the focus may shift		
Purpose & Focus		Lacks a viable point of view; Demonstrates no awareness of audience	Presents a vague or limited point of view; demonstrates little awareness of audience.		Presents a vague or limited point of view on the issue; demonstrates little awareness of audience.	Develops a viable point of view on the issue; may stray from audience and purpose.
Critical Thinking		Demonstrates flawed reasoning; demonstrates no complexity of thought.	Demonstrates weak critical thinking with little complexity of thought or with flawed reasoning		Demonstrates weak critical thinking with little complexity of thought or with flawed reasoning	Demonstrates some critical thinking.
Organization	Fails to Organize Idea.			Shows some evidence of an organizational plan.		
Organization & Structure		Is disorganized and/or disjointed	Organizes ideas ineffectively, demonstrating a problematic progression of ideas		Is poorly organized and/or focused or demonstrates serious problems with coherence or progression of ideas.	May lack control of organization or focus, demonstrating some lapses in coherence or progression of ideas.

	GED 1 Inadequate	WP 1 No Mastery	WP 2 Very Little Mastery	GED 2 Marginal	WP 3 Little Mastery	WP 4 Developing Mastery
Development & Details	Demonstrates little or no development; usually lacks details or examples or present irrelevant information.			Has some development but lacks specific details; may be limited to a listing, repetitions, or generalizations.		
Development & Support		Fails to present a main idea.	Presents an unclear main idea.		Attempts to develop the main idea though that attempt is inadequate; provides inappropriate or insufficient examples, reason, or other evidence to support its position	My have inconsistency or inadequate examples, reasons, or other evidence to support its position.

Conventions of EAE	Exhibits minimal or no control of sentence structure and the conventions of EAE.			Demonstrates inconsistent control of sentence structure and the conventions of EAE.		
Mechanical Conventions		Contains pervasive spelling, grammar, punctuation, and mechanical errors.	Contains significant spelling, grammar, punctuation, and mechanical errors.		Contains many errors in mechanical conventions of usage, sentence structure, grammar, spelling, and punctuation.	Contains some errors in sentence structure and use of grammatical conventions.

Word Choice	Exhibits weak and /or inappropriate words.			Exhibits a narrow range of word choice, often inappropriate selections.		
Sentence Variety & Style		Displays fundamental errors in word choice, usage, and sentence structure.	Displays numerous errors in word choice, usage, and sentence structure.		Displays limited word choice and little sentence variety.	

GED 3 Adequate      WP 5 Adequate Mastery      WP 6 Reasonably Consistent Mastery      GED 4 Effective      WP 7 Consistent Mastery      WP 8 Clear and Consistent Mastery

Response to Prompt	Uses the writing prompt to establish a main idea.			Presents a clearly focused main idea that addresses the prompt.		
Purpose & Focus		Develops a viable point of view on the issue; may stray from audience and purpose but is able to refocus.	Effectively develops a point of view on the issue; Addresses an appropriate audience and demonstrates a clear purpose for writing.		Effectively and insightfully develops a point of view on the issue. Addresses an appropriate audience and demonstrates a clear purpose for writing in the thesis statement	Effectively and insightfully develops a point of view on the issue; Addresses an appropriate audience and demonstrates a clear purpose for writing in the thesis statement.
Critical Thinking		Demonstrates competent critical thinking	Demonstrates strong critical thinking.		Demonstrates outstanding critical thinking	Demonstrates outstanding critical thinking

Organization	Uses an identifiable organizational plan.			Establishes a clear and logical organization.		
Organization & Structure		Is generally organized and focused but could lack coherence and logical progression of ideas.	Is well organized and focused, demonstrating coherence and logical progression of ideas		Is well organized and focused, demonstrating clear coherence and smooth progression of ideas	Is well organized and focused, demonstrating clear coherence and smooth progression of ideas

Development & Details	Has focused but occasionally uneven development; incorporates some specific details.			Achieves coherent development with specific and relevant details and examples.		
Development & Support		Uses adequate examples, reasons, and other evidence to support its position.	Generally uses appropriate examples, reason, and other evidence to support its position		uses appropriate examples, reasons, and other evidence	uses appropriate examples, reasons, and other evidence

GED 3 Adequate      WP 5 Adequate Mastery      WP 6 Reasonably Consistent Mastery      GED 4 Effective      WP 7 Consistent Mastery      WP 8 Clear and Consistent Mastery

Conventions of EAE	Generally controls sentence structure and the conventions of EAE.			Consistently controls sentence structure and the conventions of EAE		
Mechanical Conventions		Contains some minor errors in sentence structure, grammar, spelling, and punctuation	Is generally free of errors in sentence structure, grammar, usage, spelling, and punctuation.		Is practically free of errors in sentence structure, grammar, spelling, and punctuation.	Is free of major errors in grammar, spelling, and punctuation.

Word Choice	Exhibits appropriate word choice.			Exhibits varied and precise word choice.		
Sentence Variety & Style		Demonstrates some variety in sentence structure; exhibits adequate but inconsistent control of language.	Demonstrates adequate variety in sentence structure; exhibits consistent control in the use of language.		Demonstrates varied sentences structure; exhibits appropriate language, using a varied and accurate vocabulary.	Demonstrates varied and effective sentence structure; exhibits skillful use of language, using a varied, accurate, and apt vocabulary.

While there are many consistencies, between the two rubrics, one thing of note would be the passing score. The G requires a minimum score of 2, but that as a passing score is dependent on the number of correct responses given in multiple choice portion of the test. While the WritePlacer does not have a multiple choice portion, some schools may use the WritePlacer score in conjunction with the Sentence Structure and Reading portions of the Accuplacer to aid in accurate class placement. However, it seems that as a general rule, a score of 5 or better is considered "a passing score."







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