

**MY Access!® Writing Rubric  
VS.  
ACT Scoring Guidelines**

<b>ACT Writing Test</b>	<b>MY Access!®</b>
<p><b>Score = 6</b> <b>Essays within this score range demonstrate effective skill in responding to the task.</b></p> <ul style="list-style-type: none"> <li>The essay shows a clear understanding of the task. The essay takes a position on the issue and may offer a critical context for discussion. A clear focus on the specific issue in the prompt is maintained.</li> <li>The essay addresses complexity by examining different perspectives on the issue, or by evaluating the implications and/or complications of the issue, or by fully responding to counterarguments to the writer's position. Development of ideas is ample, specific, and logical. Most ideas are fully elaborated.</li> <li>The organization of the essay is clear: the organization may be somewhat predictable or it may grow from the writer's purpose. Ideas are logically sequenced. Most transitions reflect the writer's logic and are usually integrated into the essay. The introduction and conclusion are effective, clear, and well developed.</li> <li>The essay shows a good command of language. Sentences are varied and word choice is varied and precise.</li> <li>There are few, if any, errors to distract the reader.</li> </ul>	<p><b>The "6" response very effectively communicates the writer's message.</b></p> <ul style="list-style-type: none"> <li>Establishes and maintains an insightful opinion/position/thesis statement to argue the issue presented in the prompt task. Demonstrates a thorough understanding of the purpose and audience. Completes all parts of the task and may go beyond the limits of the task.</li> <li>Effectively develops arguments, using a wide variety of specific and relevant details to support the writer's position. Convincingly addresses readers' opposing points of view or counterarguments.</li> <li>Demonstrates a cohesive and unified structure with an engaging introduction and a strong conclusion. Uses effective paragraphing and transitional devices throughout.</li> <li>Demonstrates precise language and artful word choice, a defined voice, and a clear sense of audience. Uses well-structured and varied sentences.</li> <li>Contains few or no errors in grammar, mechanics, punctuation, and spelling.</li> </ul>
<p><b>Score = 5</b> <b>Essays within this score range demonstrate competent skill in responding to the task.</b></p> <ul style="list-style-type: none"> <li>The essay shows a clear understanding of the task. The essay takes a position on the issue and may offer a broad context for discussion. Focus on the specific issue in the prompt is maintained.</li> <li>The essay shows recognition of complexity by partially evaluating the implications and/or complications of the issue, or by responding to counterarguments to the writer's position. Development of ideas is specific and logical. Most ideas are elaborated, with clear movement</li> </ul>	<p><b>The "5" response effectively communicates the writer's message.</b></p> <ul style="list-style-type: none"> <li>Establishes and maintains a clear opinion/position/thesis statement to argue the issue presented in the prompt task. Demonstrates a general understanding of the purpose and audience. Completes most parts of the task.</li> <li>Develops arguments using sufficient specific and relevant details to support the writer's position. Clearly addresses readers' opposing points of view or counterarguments.</li> </ul>

**MY Access!® Writing Rubric  
VS.  
ACT Scoring Guidelines**

<p>between general statements and specific reasons, examples, and details.</p> <ul style="list-style-type: none"> <li>• The organization of the essay is clear, although it may be predictable. Ideas are logically sequenced, although simple and obvious transitions may be used. The introduction and conclusion are clear and generally well developed.</li> <li>• Language is competent. Sentences are somewhat varied and word choice is sometimes varied and precise.</li> <li>• There may be a few errors, but they are rarely distracting.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates a mostly unified structure with a good introduction and conclusion. Uses consistent paragraphing and transitional devices.</li> <li>• Demonstrates appropriate language and word choice, with some evidence of voice and a clear sense of audience. Uses well-structured sentences with some variety.</li> <li>• Contains few errors in grammar, mechanics, punctuation, and spelling that do not interfere with the communication of the message.</li> </ul>
<p><b>Score = 4</b> <b>Essays within this score range demonstrate adequate skill in responding to the task.</b></p> <ul style="list-style-type: none"> <li>• The essay shows an understanding of the task. The essay takes a position on the issue and may offer some context for discussion. Focus on the specific issue in the prompt is maintained throughout most of the essay.</li> <li>• The essay may show some recognition of complexity by providing some response to counterarguments to the writer's position. Development of ideas is adequate, with some movement between general statements and specific reasons, examples, and details.</li> <li>• The organization of the essay is apparent but predictable. Some evidence of logical sequencing of ideas is apparent, although most transitions are simple and obvious. The introduction and conclusion are clear and somewhat developed.</li> <li>• Language is adequate, with some sentence variety and appropriate word choice.</li> <li>• There may be some distracting errors, but they do not impede understanding.</li> </ul>	<p><b>The "4" response adequately communicates the writer's message.</b></p> <ul style="list-style-type: none"> <li>• Establishes an opinion/position/thesis statement and adequately attempts to argue the issue presented in the prompt task. Demonstrates a basic understanding of the purpose and audience. Completes many parts of the task.</li> <li>• Develops arguments using some specific and relevant details to support the writer's position. Adequately addresses readers' opposing points of view or counterarguments.</li> <li>• Demonstrates a generally unified structure with a noticeable introduction and conclusion. Uses inconsistent paragraphing and transitional devices.</li> <li>• Demonstrates adequate language and word choice, with control of voice and an awareness of audience. Generally uses correct sentence structure with some variety.</li> <li>• Contains some errors in grammar, mechanics, punctuation, and spelling that do not significantly interfere with the communication of the message.</li> </ul>

**MY Access!® Writing Rubric  
VS.  
ACT Scoring Guidelines**

<p><b>Score = 3</b> <b>Essays within this score range demonstrate some developing skill in responding to the task.</b></p> <ul style="list-style-type: none"> <li>• The essay shows some understanding of the task. The essay takes a position on the issue but does not offer a context for discussion. Focus on the general topic is maintained, but focus on the specific issue in the prompt may not be maintained.</li> <li>• The essay may acknowledge a counterargument to the writer's position, but its development is brief or unclear. Development of ideas is limited and may be repetitious, with little, if any, movement between general statements and specific reasons, examples, and details.</li> <li>• The organization of the essay is simple. Ideas are logically grouped within parts of the essay, but there is little or no evidence of logical sequencing of ideas. Transitions, if used, are simple and obvious. An introduction and conclusion are clearly discernible but underdeveloped.</li> <li>• Language shows a basic control. Sentences show a little variety and word choice is appropriate.</li> <li>• Errors may be distracting and may occasionally impede understanding.</li> </ul>	<p><b>The "3" response partially communicates the writer's message.</b></p> <ul style="list-style-type: none"> <li>• States an opinion/position/thesis statement but may be unclear or underdeveloped in arguing the issue presented in the prompt task. Demonstrates limited understanding of the purpose and audience. Completes some parts of the task.</li> <li>• Develops arguments briefly and inconsistently, using insufficient details to support the writer's position. Attempts to address readers' opposing points of view or counterarguments.</li> <li>• Demonstrates evidence of structure with an uncertain introduction and conclusion. Uses limited paragraphing and transitional devices.</li> <li>• Demonstrates simple language and word choice, with some control of voice and awareness of audience. Relies on simple sentences with insufficient sentence variety.</li> <li>• Contains several noticeable errors in grammar, mechanics, punctuation, and spelling that may interfere with the communication of the message.</li> </ul>
<p><b>Score = 2</b> <b>Essays within this score range demonstrate inconsistent or weak skill in responding to the task.</b></p> <ul style="list-style-type: none"> <li>• The essay shows a weak understanding of the task. The essay may not take a position on the issue, or the essay may take a position but fail to convey reasons to support that position, or the essay may take a position but fail to maintain a stance. Focus on the general topic is maintained, but focus on the specific issue in the prompt may not be maintained.</li> <li>• There is little or no recognition of a counter-argument to the writer's position. The essay is thinly developed. If examples are given, they are general and may not be clearly relevant. The</li> </ul>	<p><b>The "2" response is limited in communication of the writer's message.</b></p> <ul style="list-style-type: none"> <li>• Demonstrates little attempt at stating an opinion/position/thesis or arguing the issue presented in the prompt task. Demonstrates minimal understanding of the purpose and audience. Completes few parts of the task.</li> <li>• Develops arguments incompletely and inadequately, using few details to support the writer's position. May consider readers' opposing points of view or counterarguments.</li> </ul>

**MY Access!® Writing Rubric  
vs.  
ACT Scoring Guidelines**

<p>essay may include extensive repetition of the writer's ideas or of ideas in the prompt.</p> <ul style="list-style-type: none"> <li>• There is some indication of an organizational structure, and some logical grouping of ideas within parts of the essay is apparent. Transitions, if used, are simple and obvious, and they may be inappropriate or misleading. An introduction and conclusion are discernible but minimal.</li> <li>• Sentence structure and word choice are usually simple.</li> <li>• Errors may be frequently distracting and may sometimes impede understanding.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates little evidence of structure with a poor introduction and conclusion. Uses minimal paragraphing and transitional devices.</li> <li>• Demonstrates poor language and word choice, with minimal control of voice and awareness of audience. Makes basic errors in sentence structure and usage.</li> <li>• Contains serious errors in grammar, mechanics, punctuation, and spelling that substantially interfere with the communication of the message.</li> </ul>
<p><b>Score = 1</b> <b>Essays within this score range show little or no skill in responding to the task.</b></p> <ul style="list-style-type: none"> <li>• The essay shows little or no understanding of the task. If the essay takes a position, it fails to convey reasons to support that position. Focus on the general topic is usually maintained, but focus on the specific issue in the prompt may not be maintained.</li> <li>• The essay is minimally developed. The essay may include excessive repetition of the writer's ideas or of ideas in the prompt.</li> <li>• There is little or no evidence of an organizational structure or of the logical grouping of ideas. Transitions are rarely used. If present, an introduction and conclusion are minimal.</li> <li>• Sentence structure and word choice are simple.</li> <li>• Errors may be frequently distracting and may significantly impede understanding.</li> </ul>	<p><b>The "1" response inadequately communicates the writer's message.</b></p> <ul style="list-style-type: none"> <li>• Demonstrates almost no effort at stating an opinion/position/thesis, and little effort is made to argue the issue presented in the prompt task. Completes few or no parts of the task.</li> <li>• Little or no attempt is made to use details to support the arguments and the writer's position. Does not consider readers' opposing points of view or counterarguments.</li> <li>• Demonstrates little or no evidence of structure with little or no introduction or conclusion. Uses little or no paragraphing and transitional devices.</li> <li>• Demonstrates unclear or incoherent language and word choice, with little or no control of voice and awareness of audience. Makes major errors in sentence structure and usage.</li> <li>• Contains errors so severe in grammar, mechanics, punctuation, and spelling that they significantly interfere with the communication of the message.</li> </ul>



**MY Access!® Writing Rubric  
vs.  
ACT Scoring Guidelines**

<b>No Score</b>	<b>Non-scoreable</b>
<ul style="list-style-type: none"><li>• Blank</li><li>• Off-topic</li><li>• Illegible</li><li>• Not in English</li><li>• Void</li></ul>	<ul style="list-style-type: none"><li>• Off-topic</li><li>• Too short</li><li>• Insufficiently developed</li><li>• Copy of the prompt</li><li>• Repetitious</li><li>• Too many unknown words</li><li>• Major syntax errors</li></ul>