CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists of previous of the study writing (the nature of writing, the process of writing), prewriting (the nature of prewriting, the activities of prewriting), Outline Technique (the nature of outine technique, the steps of outline technique, the advantages of outline technique, the disadvantages of outline technique), descriptive text, writing ability, writing assessment (process assessment and product assessment), the nature of experimental study.

A.   Previous of The Studies

In this study, there were some previous studies, which conducted in this study, the researcher related previous studies.

First, Michigan (2011) showed that Analysis of Covariance revealed that the instruction of concept outlining strategy had a positive effect on EFL learners' writing achievements. The findings have some pedagogical implications for teaching language skills and designing strategy-based syllabus leading to successful language performance.[1]

Second, Meliya had conducted a study entitle "The Use of Outline Technique in Teaching Narrative Text". The research method used in this study was quasi-experimental and it was conducted in one senior high school in Bandung. The data in

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[1] Giti Mousapour Negar, *A Study on Strategy Instruction and EFL Learners' Writing Skill:*University of Sistan & Baluchestan, Zahedan, Iran. 2011

this study were collected by using pre-test, post-test, and interview. They were then analyzed by using the independent t-test to see if there was significant difference in the mean of both groups' score and the dependent t-test to see if outline technique significantly affected students' achievement in writing narrative text. the findings showed that outline technique was effective in improving students' score in writing narrative text. In addition, this technique was very helpful as it became the 'savings' of words which were needed in writing the narrative text.[2]

Ali Ahmed Husein in his research investigates the exploitation of outlining, the first step in the writing process as a means to enhance students' motivation to write essays. The article starts with a background of different approaches to the writing process and writing product. It also provides an overview of the main outlining types: free and guided focusing on the journalistic guided outlining. An experiment involving 12 students from the post Foundation Program at Qatar University was conducted to compare between free outlining and guided outlining. They were given tasks to complete, and the analysis of data was based on teachers' observations and students' feedback. The results indicated that both types of outlining were motivating to students with more preference given to guide outlining. Based on results of the experiment some conclusions have been drawn.[3]

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[2] Meliya Ardiyati, *The Use of Outlie Technique in Teaching Narrative Text*, Unpublished Theis, Bandung:Universitas Pendidikan Indonesia, 2013.
[3]Ali Ahmed Hussein, *Enhancing Students' Motivation to Write Essays through Outlining: A Comparative Study:* Qatar University, 2013.

In addition, the differences between the previous studies with the researcher are related to the approach of the study that is used. The previous study used research and development and descriptive research. Meanwhile, this study was experimental research; it was conducted in writing ability by Outline technique. The purpose of the study is to know the effect Outline technique give effect at students' writing ability especially on writing descriptive text. The level that will be used in Jonior High School at eighth graders, the purpose of this research is to improve students' writing skill.

B.   Writing

1.   The Nature of Writing

There are some definitions of writing that are taken from resources, According to Oxford Advanced Learner's dictionary that writing is the activity or occupation of writing e.g. books, stories or articles.[4]Brown also states that writing is indeed a thinking process.[5]According to Dullay also gives statement that writing is only mode in which both linguistics manipulation task and communication task have been given.[6]In the other words, Fauziati also states that writing as a process is oriented towards work in progress and the development of new skills, rather than merely evaluative task, the classroom

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[4] Honrby, *Oxford Advanced Learner's Dictionary Of Current English,* p.1383.
[5]Douglas H. Brown, *Teaching by Principles: An Interactive Approach to LanguagePedagogy,*Inc, Education Company, 2001, p.336.
[6] Heidi Dullay, *Language Two,* New York: Oxford University Press, 1982, p. 226.

practices, therefore, will vary from each other.[7]Based on the statements, it can be concluded that writing is an active. Productive more clearly, writing is an act or process to produce some information in their mind that should be express into writing form. Writing will be the best if the students guide on the rules defined. It usually refers to contents, organization, grammatical, usage and mechanics, sentence structure, mastery on vocabulary andso on.

2.   The Process of Writing

Writers of any experience level can benefit from the writing process. It guides students from the topic to the finished product. Teaching the writing process is fairly straight forward, so it's the way students interact with the writing process that proves most beneficial. Process writing is a method of teaching composition that allows students sufficient time to try out ideas about which they wish to write and obtain feedback on their drafts so that writing becomes a process of discovery for the students. According to Oshima and Hogue, the process writing has roughly four steps, they are:[8]

a. Step 1

The first step is called prewriting. Prewriting is a way to get ideas. In this step, the writer chooses topic and collects ideas to explain the topic.

b. Step 2

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[7] Endang Fauziati, *Teaching English as a Foreign Language,* p. 151.
[8] Alice Oshima n Ann Hogue, *Introduction to Academic Writing*, Longman, 2007, p. 15.

The second step is organizing. Organizing is the writing process which to organize the idea into a simple outline.

c. Step 3

The third step is writing. In this step, the writer write a rough draft using outline that has been made as a guide. Writer write a rough draft as a quickly as writers can without stopping to think about grammar, spelling or punctuation. Just gets the idea down on paper. Writer will probably see many errors in the rough draft. This is perfectly usual and acceptable. After all, this is just a rough draft and the writer will fix the error later.

d. Step 4

The last step is polishing. The writer polish what has writers written. This step also called revising and editing. Polishing is most successful if writer do it in two steps. First, attack the big issues of content and organization (revising). Then, work on the smaller issues of grammar, punctuation and mechanics (editing).

C. Prewriting

1. The Nature of Prewriting

The first stage of the writing process is called prewriting and the point at which we discover and explore our initial ideas about a subject. The teacher needs to stimulate students' creativity, to get them thinking how to approach a writing topic. In this stage, the most important thing is the flow of ideas, and it is not always necessary that students actually produce much (if any) written

work. If they do, then the teacher can contribute with advice on how to improve their initial ideas. According to Alice that prewriting is a way to get ideas. In this step, the writer can choose a topic and collect ideas to explain the topic.[9]According to Regina, in the prewriting stage, writers take time to think about their topic and generate ideas. They also spend some time focusing and planning the piece of writing.[10]There are several activities we can choose from in the prewriting stage.

During Prewriting we are creating or generating a lot of ideas about the topic. The most important part of Prewriting is to generate as many ideas as possible. These prewriting activities include brainstorming, free writing, WH-Question, clustering.[11]

2. The Activities of Prewriting

In the prewriting stage, a writer decides the interesting topic. Prewriting covers a wide variety of activities. There are numerous prewriting techniques that the writers can use to generate ideas as they begin to write, namely: listing, clustering, brainstorming, strategies questioning and free writing.[12]

a. Listing

One popular technique in prewriting is listing. One reason that this technique is popular with writers is that we use list-making skills often in our

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[9]*Ibid,* p.16.

[10] Regina L. Smalley, Mary K. Ruetten and Joann Risshel Kozyrev, *Refining Composition Skill Rhetoric and Grammar*, p. 3

[11]*Ibid,* p.4.

[12] Sabarun, *The Effectiveness of Using an Outline in Writing Expository Essay*, Unpublished Thesis. Palangka Raya: State Islamic Collage of Palangka Raya, 2010, p.8.

everyday lives. Writers also make lists throughout the writing process, especially during prewriting. Lists not only help writers generate topics, but lists can be useful to help create main points and key details. According to Alice listing is a prewriting techniques in which you write the topic at the top of a piece of paper and then quickly make a list of the words or phrases that come into your mind.[13]

b.   Clustering

Clustering, diagramming (mapping) is helpful for people who think in a visual way. Idea can be putted in a circle or block and branch off examples or other ideas pertaining to it. According to Regina clustering is making a visual map or your ideas.[14]According to jerry that clustering is using a key word placed in the center of a page (or board), a student's (or teacher) jots down all the free associations students give related to the word, clustering similar words.[15]With this technique, you start with a circle in the middle that contains your main idea and then you draw lines to other, smaller circles that contain sub-ideas or issues related to the main idea. Try to group like ideas together so as to organize yourself.

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[13] Alice Oshima, *Introduction to Academic Writing*, Longman, 2007, p. 16.
[14] *Ibid,* p. 17
[15] Jerry G. Gebhard. *Teaching English as a Foreign or Second Language,* p.227.

c.   Outline

The best way to organize a paragraph is to make an outline before writer begin to write. An outline is like an architect's plan for a house.[16]   After choosing some primary topics to discuss, create an informal outline. The writer should has an introduction with a thesis, several body paragraphs with appropriate support, and a conclusion.

d.   Brainstorming

Another way to get ideas down on paper quickly is through brainstorming start with a significant word or phrase, and tries to record everything that comes to your mind. If a point reached where you can no longer come up with any new ideas, ask a friend to help you brainstorm some fresh topics. According to Regina that Brainstorming is a way to associate ideas and stimulate thinking. To brainstorm, star with a word or phrase and let your thoughts go in whether direction they will. For a set period of time, do not attempt to think logically but writer a list of ideas as quickly as possible, putting down whatever comes to mind without looking back or organizing.[17] Jerry also states that brainstorming is on popular activity of prewriting in which a topic is introduction by the teacher or students, after which students call out ideas associated with the topic while the teacher (or a student or two)

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[16]Alice Oshima*, Introduction to Academic Writing*, Longman 2007, P. 54

[17] Regina L. Smalley, Mary K. Ruetten and Joann Risshel Kozyrev, *Refining Composition Skill Rhetoric and Grammar,* p. 4

write the ideas on the board. Although there is no right or wrong association in this activity, some EFL/ESL students will shy away from calling out their ideas. As such, some teachers have students brainstorm first in small group, then as a whole class.[18]

e. Questioning

According to Hornby question as a noun is sentences, which by using word order, use of interrogative words (what, when, where, who, etc.) or intonation, request information, an answer etc.[19]So, if we make a question to someone, we should ask a question to him about a particular subject or uncertainly something. An interrogative sentence is a type of sentence which usually asks a question and than other function of question is used to express a doubt or uncertainly something.

f. Free writing

In free writing writer write non-stop about a subject for a certain amount of time. Spelling or punctuation, mistakes, and finding exact words do not matter. According to Regina that free writing is writing without stopping. It means writing whatever comes to your mind without worrying about whether the ideas are good or the grammar is correct. Brown also states that free writing

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[18] Jerry G. Gebhard, *Teaching English as a Foreign or Second Language,* p. 226.
[19] Regina L. Smalley, Mary K. Ruetten and Joann Risshel Kozyrev, *Refining Composition Skill Rhetoric and Grammar,* p. 4

is a technique to generate ideas, it should be used as a beginning, as an initial exploration of the ideas that you have about a topic.[20]

D.   Outline Technique

1.   The Nature Of Outline Technique

An outline is a formal system used to think about and organize writer's paper. For example, writer can use it to see whether writer's ideas connect to each other, what order of ideas works best, or whether writer has sufficient evidence to support each of his points. Outline can be useful for any paper to help writer see the overall picture.[21]

2.   The Steps Of the Outline Technique

According to Francois, outline is one of the best organizational techniques in preparing to write a paper. He also stated, in making a basic outline, begin with a thesis and decide on the major points of the paper[22]. Under these major points list specific subpoints. Bellow some steps to make outline an paper:

a.   Identify the topic

The topic of paper is important. Try to sum up the point of the paper in one sentence or phrase. This will help writer paper stay focused on the main point.

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[20] H Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, p. 350.

[21] Jhon, *How to Make Outline*, Washington university, http://web.psych.washington.edu accessd on febuary, 3rd 2015

[22] Francois, *Pre-Writing and Outline*, Wheaton College, http://www.wheaton.edu/Academics, Accessed on February 5, 2015.

b. Identify the main categories.

What main points will writer cover? The introduction usually introduces all of writer's main points, then the rest of paper can be spent developing those points.

c. Create the first category.

What is the first point writer want to cover? If the paper centers around a complicated term, a definition is often a good place to start. For a paper about a particular theory, giving the general background on the theory can be a good place to begin.

d. Create subcategories.

After the main point was gotten, create points under it that provide support for the main point. The number of categories that used depends on the amount of information cover; there is no right or wrong number to use.

3. Important of Outline Technique

According to Alice outline is best way before writing to organize paragraph.[23]Outline techniquehelpedstudents togatherideas andmade it aneasyconceptinanessaywritten, particularlyin the manufacture ofdescriptivetext. Outlining might not be very useful if writers are required to produce a rigid plan before actually writing. But when an outline is viewed as a kind of draft, subject to change, evolving as the actual writing takes place, then

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[23]Alice Oshma and Ann Hogue, *Introduction to Academic Writing Third Edition*: Pearson Education, New York 2007. P. 54

it can be a powerful tool for writing. Architects often produce multiple sketches of plans, trying out different approaches to a building, and they adapt their plans as a building goes up, sometimes substantially (it is fortunately much easier for writers to start over or make basic changes)[24]

Example of outline[25]

My Grandfather

My grandfather help his comunity in two ways.

  A. He improved farming teaching in his area.

      a. First farmer to terrace his land

      b. Terracing helps prevent soil erosion

  B. He strarted a comunity hospital

      c. Only hospital in big area

4.   Advantage of Outlining Technique

The sentence outline is done in full sentences. It is normally used when paper is focused on complex details. The sentence outline is especially useful for this kind of paper because sentences themselves have many of the details in them. A sentence outline also allows you to include those details in the sentences instead of having to create an outline of many short phrases that goes on page after page. Outlining will help the writers put thoughts on paper and generate ideas to find the best ones.

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[24] Steven Lynn, *Rhetoric and Composition: An Introduction*. Cambridge Univ. Press, 2010
[25] Alice Oshima And Ann Hogue, *Introduction To Academic Writing* (Third Edition), New York: Pearson Education, 2007. P. 17

5.   Disadvantage of Outline Tecnique

Since it is one of the brainstorming techniques, it is called as the natural way in developing the writing. It is only the surface of technique in teaching writing actually. Sometimes the learners are confused how to use it because the learners confused where to start writing. Besides, the learners do this way under pressure to make this technique as an effective way. .[26]

Studentsfind   it   difficulttostartwritingasimplearticlethatrelates   tothe topicthey   are   studying.   This   makesthemuselong   time   justtoget   started writingasimpleparagraph.   In   addition,theyfound   it difficulttofindandorganizeideas relatedto thetopicof discussion.

6.   How To Apply Outlining Technique In Writing Descriptive Text

An outline is a plan for the paper that will help students organize and structure the ideas in a way that effectively communicates them to reader and supports thesis statement. An outline will be done after students have completed some of the other exercises, since having an idea of what you will say in the paper will make it much easier to write. An outline can be very informal; you might simply jot down your thesis statement, what the introduction will be discussed, what will be said in the body of the paper, and what will be included in the conclusion.

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[26] Erlik Widiyani Styati, *The Effectiveness Of Clustering Technique To Teach Writing Skill Viewed From Students' Linguistic Intelligence*. Unpublished Thesis. Madiun: IKIP PGRI Madiun , 2009, p. 26..

Remember that all writing even academic writing needs to tell a story: the introduction often describes what has already happened (the background or history of the topic), the body paragraphs might explain what is currently happening and what needs to happen (this often involves discussing a problem, the need for a solution, and possible solutions), and the conclusion usually looks to the future by focusing on what is likely to happen (what might happen next, and whether a solution is likely). If describe anything is done in the paper, it will help students to structure it in a way that the reader can easily follow and understand.

Sometimes formal outline may be required (or you may want) to develop with numbered and lettered headings and subheadings. This will help to demonstrate the relationships between the ideas, facts, and information within the paper. Here's an example of what this might look like:[27]

    a. Identification (Topic)

       2. Topic

       3. Identify thing, person, animal and place

    b. Description (Supporting Point)

       1. Describe of part

       2. Qualities

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[27]Alice Oshima, Introduction to Academic Writing (Third Edition), New York: Pearson Education, 2007, P. 55

3. Taste

4. Shape

5. Size

6. Characteristic

7. Etc.

The outline will contain more detailed information, and if there are certain areas that the assignment requires a cover, then outline can be modified to include these. It also can be expand if writing a longer research paper: the discussion of the problem might need several paragraphs, for example, and it might discuss the pros and cons of several possible solutions.[28]

E.   DESCRIPTIVE TEXT

1.   Definition of Descriptive Text

Descriptive text is a piece of text describes a particular person, place, or thing. While Broadman and Jia states that descriptive text is a kind of text that is used to describe what something looks like.[29] Another definition about descriptive text is based on Gerot and Wignell, it is stated that descriptive is a kind of text which is aimed to describe a particular person, place, or thing.[30] From the definitions above, the writer concludes that descriptive text is a text

[28]http://www.umuc.edu/writingcenter/writingresources/prewriting_outlining.html online on march 26, 2014.

[29] Furaidah, *Advanced Writing*, pusat oenerbitan: University Terbuka, 2002, p. 80.

[30] Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar*, Sydney: Gerd Stable Podean Education Enterpress, 1994, p. 43.

which aims to describe particular things, such as people, place, even unit of days, times of day, or season.

2. Generic Structure

The generic structure of descriptive text is shown in the following table:[31]

Generic Structure of Descriptive Text

Generic Structure	Function
Identification	Identification the person, place, or thing to be described
Description	Describes parts, qualities, and characteristics

3. Grammatical Features

In descriptive text, use:[32]

a. Specific Nouns, e.g. my car, my new house etc.

b. Simple Present tense, e.g. I live in a simple house; the house is very beautiful; it has a wonderful park.

c. Detailed Noun Phrase to give information about subject. E.g. I have white skinned girl friend, etc.

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[31]Enny Hammound,,*English for Social Purposes (A Hanbook for Teachers of Adult Literacy),* Sydney: Maquarie University, 1992, p. 78.

[32] Alexander Mongot Jaya*, English Revolution*, Jepara: Mawwaas Press, 2008, p. 14.

d. Some adjectives (describing, numbering, classifying)., e.g. two strong legs, sharp white fangs, etc.

e. Relating verbs to give information about subject, e.g. My mum is really cool: it has very thick fur, etc.

f. Thinking verb or feeling verb to express personal writer view about subject, e.g. police believed the suspect is armed; I think it is a clever animal, etc.

g. Action verb, e.g. our new pappy bites our shoes; my cat eats mouse, etc.

h. Adverbials to give addition information about its behavior, e.g. fast, at tree house, etc.

One of the text or paragraph that are taught in the Junior High School level is descriptive. Descriptive is a kind of text which is aimed to describe a particular person, place, or thing.

So, it can be saidthatthistextisdescriptivetext thatdescribeswhat kind of personoran objectdescribed, goodshape, its properties, numbersand others. Objective(purpose) ofanycleardescriptivetext, istoexplain, describe orexpressa personoran object.

Whenwritinga   descriptivetext,   there areseveralgeneralcompositionsorgenericstructure. It also has generic structure which is summarized as follows:

1. Identificaton which identifies phenomenon to be described. Identification containsaboutidentifyingthingsorpersonwill be described.

2. Description which describes parts, qualities, characteristics.

4. The Language Feature of Descriptive Text

1. The linguistic feature in this text is focused on specific participants, the use of attributive and identifying process, the frequent.

2. Use of epithets and classifier in nominal groups, at and the use simple present tense.

Moreover, according to george E. Wishon and Julia M. Burks in their book stated that Description reproduces the way things look, smell, taste, feel, or sound; it may also evoke moods, such as happiness, or happiness, loneliness, or fear. It is used to create a visual image of people, place, even of units time-days, time of day, orseason.[33]

5. Examples of descriptive text

1. **Description of person**

My Mother

Identification	Every people certainly have a mother. Because people was born from her. The existence of her among us is definitely important. That is why I love her so much. I owe great debt to what she has been doing to me until right now. I love you, mom.
Description	My mother's name is Khodijah. She was born 49 years ago. She is short, but not too short. She is little fat. And

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[33] George E. Wishon and Julia M. Burks, *Let's Write English, Revised Edition*, canada: American book company, 1980. P. 379.

	she is old. She has got short white straight hair. She has got brown skin. She is beautiful. Her hand is so soft, the hand that have taught me to be kind person. She never stops to support me. She always tells me to not give up so easily. She always gives me some fine solutions when I have some problems. The importance of her is never denied. That is why I never reject her willing.

2. Description of thing

My Guitar

Identification	My most valuable possession is an old, slightly warped blond guitar--the first instrument I taught myself how to play.
Description	It's nothing fancy, just a Madeira folk guitar, all scuffed and scratched and finger-printed. At the top is a bramble of copper-wound strings, each one hooked through the eye of a silver tuning key. The strings are stretched down a long, slim neck, its frets tarnished, the wood worn by years of fingers pressing chords and picking notes. The body of the Madeira is shaped like an enormous yellow pear, one that was slightly damaged in shipping. The blond wood has been chipped and gouged to gray, particularly where the pick guard fell off years ago. No, it's not a beautiful instrument, but it still lets me make music, and for that I will always treasure it.

3. Description of animal

Robin Bird

Identification	The 'robin' which is a wild bird that is common in the UKI'm going to describe. The robin is a small bird with brown and white feathers and an area of bright red colour on it's face and on the front of its body. The area of red colour makes robins very easy to distinguish from other birds.
Description	Robins are common garden birds. Many houses in the UK have a garden, and you can often see this bird

	sitting in a tree. They make their nests in trees and go looking for food. You might also see a robin if you go for a walk in the countryside or in a park. Robins have a special place in British culture. They are considered to be christmas birds, and are often used on christmas cards. Many people leave food in their gardens for robins and other small birds to eat.

4. Description of Place

Kuta Beach

Identification	Kuta Beach is a beautiful beach in a southern Bali. Its location is in Badung Regency, 9 km from Denpasar, the capital of Bali exactly near Bali's Ngurah Rai Airport.Kuta is one of the first towns with substantial tourist development and also remains one of Indonesia's major tourist destinations. Its long sandy beach is known internationally, with its varied accommodation, many restaurants and bars, and many renowned surfers.
Description	It is also well-known as the right place for people to see scenic sunset in the afternoon. People who come to Bali will be very unlucky if they do not see the panoramic sunset in this town. It is real that tourists feel happy to be there. They can sunbathe, swim, surf, play soccer beach, kite flying, play volleyball or just take a walk. Yes, they can do many activities in this beach for its complete beach activities. For persons who like playing soccer, do not forget to try the game with some locals. The locals usually set up the goal posts between Hard Rock Cafe and Discovery Shopping Mall at 16.00. When the day becomes dark, the nightlife of Kuta often begins too late, at around 23.00. The scene is full of different atmospheres and entertainment in bars and pubs which some of them give live bands, fashion shows, DJ's and sexy dancers. Being hungry and hoping to have a dinner, many restaurants are ready to serve their best recipes with a lot of international cuisines. Some of the famous restaurants in Kuta are B' Couple Bar N' Grill, Blue Fin, ESC, Flapjacks, Gabah Restaurant & Bar, Kopi Pot,

	Kori Restaurant & Bar, Maccaroni Restaurant & Bar, Made's Warung, Papa's Cafe, Queen's Tandoor, Sailfin, Stadium Cafe, Sushi Tei, Take Restaurant and so on. Needing a hotel around Kuta beach, do not worry because Kuta also offers its best varied hotels and resorts which most of the them give beachfront locations with their various styles and budget ranges. In these hotels and resorts you can choose your best. It is really the worth town to visit. Kuta with its beauty of the beach will make the tourists feel satisfied and hope to visit it back. Believe it or not, though for 50 years ago Kuta is the village of fishermen nowadays it is called as the International City because this town is the place where tourists all over the world meet each other. [34]

F.   SCORING GUIDE OF WRITING TEST

Table 2.1 Scoring Guide of Writing Test[35]

Component	Score	Level	CRITERIA
Content	30-27	Excellent to very good	Knowledge. Substantive. Thorough development of thesis. Relevant to assigned topic
	26-22	Good to average	Some knowledge of subject. Adequate range. Limited development of thesis. Most relevant to topic, but lucks detail.
	21-17	Fair to poor	Limited knowledge of subject. Little substance. Inadequate development of topic.
	16-13	Very poor	Does not show knowledge of subject. Non-substantive. Not pertinent. Or not enough to evaluate
Organization	20-18	Excellent to very good	Fluent expression. Ideas clearly stated/supported. Succinct. Well-organization. Logical sequencing. Cohesive.

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[34]http://www.englishindo.com/2012/02/descriptive-text-about-kuta-beach.html online on march 27, 2014.

[35] Sara Cusing Weigle, *Assessing Writing*, US:Cambridge University Press, 2001, p. 116

	17-14	Good to average	Somewhat choppy. Loosely organized but main ideas stand out. Limited support. Logical but incomplete sequencing
	13-10	Fair to poor	Non-fluent. Ideas confused or disconnected. Lacks logical sequencing and development.
	9-7	Very poor	Does not communicate. No organization. Or not enough evaluation.
Vocabulary	**20-18**	Excellent to very good	Does not communicate. No organization. Or not enough evaluation.
	17-14	Good to average	Adequate range. Occasional of word/idiom form, choice, usage but meaning not obscured.
	13-10	Fair to poor	Limited range. Frequent errors of word/idiom form, choice, usage. Meaning confused or obscured.
	9-7	Very poor	Essentially translation. Little knowledge of English vocabulary, idioms, word form. Or not enough evaluate.
Language Use	**20-18**	Excellent to very good	Effective complex constructions. Few errors of agreement, tense, number, word order/function, article, pronouns, prepositions.
	17-14	Good to average	Effective but simple constructions. Minor problems in complex construction. Several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions, but meaning seldom obscured.
	13-10	Fair to poor	Major problems in simple/complex constructions. Frequent errors negotiation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions. Meaning confused or obscured.
	9-7	Very poor	Virtually no mastery of sentence construction rules. Dominated by errors. Does not communicate. Or not enough to evaluate.

Mechanics	**5**	Excellent to very good	Demonstrates mastery of conventions. Few errors of spelling, punctuation, capitalization, paragraphing.
	4	Good to average	Occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured.
	3	Fair to poor	Frequent errors spelling, punctuation, canalization, paragraphing. Poor handwriting. Meaning focused or obscured.
	2	Very poor	No mastery of conventions. Dominated by errors of spelling, punctuation, capitalization, paragraphing. Handwriting illegible. Or not enough to evaluate.