SCORING GUIDE for ESSAY

**DEVELOPMENT**

**\_\_\_\_ 4 well-chosen**, **insightful** evidence, **thoroughly** elaborated with **clear** understanding of the topic

**\_\_\_\_3 relevant**, **sufficient** evidence, **adequately** explained with **sufficient** understanding of the topic

**\_\_\_\_2 mostly relevant**, but **insufficient** evidence that **partially** explains with only a **partial**

understanding of the topic

**\_\_\_\_1 irrelevant or no** evidence and **inadequately** developed with **little** understanding of the topic

**FOCUS & ORGANIZATION**

**\_\_\_\_4** contains an **effective** introduction; **effectively** organized to create unity and understanding;

**clarifies** relationships among ideas; contains an **effective** conclusion

**\_\_\_\_3** contains a **relevant** introduction; **adequately** organized to create unity and understanding;

**clarifies most** relationships among ideas; contains a **relevant** conclusion

**\_\_\_\_2** contains a **limited** introduction; **attempts** to organize to create unity, but ideas may be hard to

follow; **clarifies some** relationships among ideas, contains a **limited** conclusion

**\_\_\_\_1** contains **no** introduction; **no** clear organization; **fails** to clarify relationships among ideas; **no**

conclusion

**LANGUAGE**

**\_\_\_\_4** uses **consistent** and **sophisticated** language and vocabulary; uses **sophisticated** and varied

sentence structure; uses **sophisticated** and varied transitional words and phrases; **effectively**

maintains a formal writing style

**\_\_\_\_3**  **consistently** uses precise language and **grade-level** vocabulary; uses **varied** sentence structures;

uses **appropriate** and varied transitional words and phrases; **establishes** and **maintains** a

formal writing style

**\_\_\_\_2 inconsistently** uses precise language and **little** grade-level vocabulary; **little** variety of sentence

structures; uses **basic or repetitive** transitional words and phrases; **inconsistent** formal writing

style

**\_\_\_\_1 little to no** precise language or grade-level vocabulary**; little or no** variety in sentence structure;

**no or few** transitional words and phrases; **does not establish** or **maintain** a formal writing style

**CONVENTIONS**

**\_\_\_\_4** shows **consistent and sophisticated** use of grade-level conventions of standard written English;

may contain a few minor errors

**\_\_\_\_3** shows **consistent** use of grade-level conventions of standard written English; contains **some**

**minor or major errors**, but do not interfere with the meaning

**\_\_\_\_2** shows **inconsistent** use of grade-level conventions of standard written English; contains **many**

**errors** that **significantly interfere** with the meaning

**\_\_\_\_1** shows **limited** use of grade-level conventions of standard written English; contains **many and repeated** errors that **seriously restrict** the meaning

**\_\_\_\_DEVELOPMENT \_\_\_\_FOCUS & ORGANIZATION \_\_\_\_LANGUAGE \_\_\_\_CONVENTIONS**

**\_\_\_\_TOTAL SCORE \_\_\_\_ GRADE**

**4 = 100  
3.75 = 97  
3.50 = 94  
3.25 = 91  
3 = 88  
2.75 = 85  
2.50 = 82  
2.25 = 79  
2 = 76  
1.75 = 73  
1.50 = 70  
1.25 = 67  
1 = 64  
.5 = 50 due to paper being incomplete  
0 = 0 (this is if there is no effort and refusal to complete assignment)**