

ESSAY SCORING GUIDE FOR ENGLISH 33

6 (A) OUTSTANDING. The “6” essay will be fluent, well-developed, and well-organized, demonstrating a clear understanding and fulfillment of the assignment. It will do all of the following:

- Show the student’s ability to use language effectively
- Be generally free of errors in sentence structure, grammar, and mechanics
- Demonstrate a clear sense of essay form, paragraphing, and sentence complexity and variety
- Support a thesis with specific, convincing evidence going beyond the personal narrative to analysis

5 (B) IMPRESSIVE. A “5” essay, in general, will demonstrate competence in the same categories as the “6” essay. It will do all of the following:

- Be somewhat less fluent or display less facility of expression than the “6” paper
- Perhaps contain some minor grammatical or mechanical flaws
- Demonstrate a strong sense of essay form, paragraphing, and sentence variety
- Display intellectual content, thesis support, and vocabulary superior to that of the “4” essay

4 (C) ADEQUATE. The “4” essay will adequately complete all tasks set by the assignment. It will do all of the following:

- Demonstrate a basic knowledge of sentence structure, but lack the variety of the “5” paper
- Demonstrate support of a thesis, but lack the specificity and development of the “5” paper
- Display some mechanical errors but not ones that will impair meaning

3 (D+) INADEQUATE. The “3” paper may not provide adequate development, may lack detail and specificity, or may be poorly organized. It usually has problems in diction, grammar, and mechanics. It will probably do at least one of the following:

- Reveal a minor misreading of the topic or neglect one of the assigned tasks
- Respond to the topic in a superficial or simplistic way
- Display an accumulation of errors in diction, logic, sentence construction, coherence, organization, or basic mechanics but not ones that impair meaning
- Contain sentences showing no syntactic complexity or variety

2 (D-) POOR. The “2” paper, though it addresses the topic, may reveal at least one or a combination of the following weaknesses:

- Misreading of the assignment
- Problems in organization and focus
- Errors in sentence construction, grammar, and mechanics serious enough to impair meaning
- Little development

1 (F) UNACCEPTABLE. The “1” paper is clearly incompetent on the mechanical, syntactical, or rhetorical level. It may reveal at least one or a combination of the following weaknesses:

- Be badly marred by serious and persistent writing errors
- Be unfocused, illogical, incoherent, or undeveloped
- Reveal the writer’s inability to comprehend the question