ESSAY SCORING GUIDE

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| Below Basic (1 point) | | Basic (2 points) | | | Proficient (3 points) | | | | | Advanced (4 points) | | | Score |
| Little or no attempt at a plan | | Attempts a plan; plan sketchy | | | Clear plan | | | | | Thorough plan with useful details | | |  |
| Organization | \_\_\_ Thesis statement is absent or  unclear  \_\_\_ Supporting statements are  unclear/not related  \_\_\_ Disorganized; no transitions;  transitions used incorrectly  \_\_\_ No examples and/or  explanations to support  thesis  \_\_\_ No conclusion; conclusion  not connected to the thesis |  | | \_\_\_ Attempts a thesis statement  \_\_\_ Minimal support; weak support;  not developed  \_\_\_ Somewhat organized with simple  transitions  \_\_\_ Few/weak examples and  explanations; some not related  to the thesis  \_\_\_ Weak conclusion; mostly just  repeats the thesis |  | | \_\_\_ Thesis statement clearly fits the  assignment  \_\_\_ Good reasons, details, and facts  strongly support thesis  \_\_\_ Transitions fit the assignment’s  purpose and help with organi-  zation  \_\_\_ Good examples; clear explana-  tions support the thesis  \_\_\_ Solid conclusion restates and  connects with the thesis | | |  | | | \_\_\_ Strong thesis statement fits the  assignment in an interesting way \_\_\_ Strong reasons, details, and  facts are presented  \_\_\_ Excellent organization; good use  of transitions to introduce rea-  sons or facts  \_\_\_ Many exceptional examples;  lots of useful elaboration  \_\_\_ Strong conclusion reinforces the  thesis |  |
| Content | \_\_\_ No clear connection to the  thesis and purpose of  assignment  \_\_\_ Examples are inaccurate,  confusing, or unrelated to  thesis  \_\_\_ Not enough information or  information unclear |  | | \_\_\_ Information sometimes repeated  or wanders from the purpose of  the assignment  \_\_\_ Examples and explanations are  incomplete and not very clear  \_\_\_ Some accurate information but  positions is not fully developed |  | | \_\_\_ All information relates to the  thesis and purpose of  assignment  \_\_\_ Examples and explanations help  reader clearly understand the  thesis  \_\_\_ Information presented in a  logical, interesting manner | | |  | | | \_\_\_ Very interesting examples,  evidence, and explanations fit  the purpose of the assignment  \_\_\_ Quality and quantity of  information fully explain the  thesis  \_\_\_ Information is very convincing  and easy to understand |  |
| Style | \_\_\_ Many fragments and/or run-  on sentences; several short,  choppy sentences  \_\_\_ Repeated words or phrases;  some words used incorrectly  \_\_\_ No clear purpose |  | | \_\_\_ Mostly simple sentences or sen-  tences that begin the same way  \_\_\_ Basic words and descriptions  \_\_\_ Style fits assignment’s purpose  but needs development; voice  and tone clear |  | | \_\_\_ Different sentence structures;  variety in the way sentences  begin  \_\_\_ Familiar/ordinary words fit the  topic; descriptive words used  effectively  \_\_\_ Style fits assignment’s purpose;  shows voice and tone | | |  | | | \_\_\_ A variety of effective sentence  structures  \_\_\_ Rich words/content vocabulary  help create mental pictures and  keep the reader’s interest  \_\_\_ Style fits assignment’s purpose;  shows strong voice and tone |  |
| Conventions | \_\_\_ Many errors in capitalization,  usage, punctuation, and  spelling that interfere with  reading  \_\_\_ Shows lack of language skills  \_\_\_ Not readable |  | | \_\_\_ Some errors in capitalization,  usage, punctuation, and spelling  that interfere with reading  \_\_\_ Some problems with language  \_\_\_ Not neat; still readable |  | | | \_\_\_ Few errors in capitalization,  usage, punctuation, and  spelling, but they do not inter-  fere with reading or under-  standing  \_\_\_ Correct use of language  \_\_\_ Neat, readable |  | | | \_\_\_ Minimal, if any, errors in  capitalization, usage, punctua-  tion, and spelling  \_\_\_ Skilled use of language  \_\_\_ Neat, readable | |  | |