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 |  |