HIGH ADVANCED WRITING ESSAY SCORING SCALE

	A (10-9.0)	B (8.9-8.0)	C (7.9-7.0)	D (6.9-6.0)	F (5)
Organization	Title present				No title
	Highly Effective introduction - Topic presented - Thesis presented - Body main topics suggested or stated Each body ¶ has clear main idea Conclusion - Thesis restated - Body ¶ main ideas summarized & tied to thesis - Ends with a suggestion as to what the reader might do or think next	Effective introduction - Topic presented - Thesis presented - Body main topics stated Each body ¶ has 1 main idea Conclusion - Thesis restated - Body ¶ main ideas summarized & tied to thesis	Basic introduction - Topic presented - Thesis presented Some body ¶ main ideas are unclear Conclusion - Thesis restated - Body ¶ main ideas summarized	Introduction present but missing parts - Topic presented - Thesis not presented Some body ¶s have more than 1 main idea and/or unclear main ideas Conclusion - Thesis not restated - Body ¶ main ideas not summarized Unconventional paragraphing No indentions or skipped line	No introduction - Topic not presented - Thesis not presented No main supporting points No conclusion No paragraphing
	Conventional paragraphing = indent new ¶s five spaces or skip a line				

Development	Thesis supported by each clearly stated body ¶ main idea
	
	At least 3 layers in body ¶s (also see)
	- All layers complete
	  ✓ ¶ main idea obvious
	  ✓ Supporting ideas connect main idea to details
	  ✓ Concrete details explicate main idea
	- All layers connected logically and smoothly
	
	Body ¶s logically & smoothly connected
		Thesis supported by each body ¶ main idea
		
		At least 3 layers in body ¶s (also see)
		- All layers present, but not complete
		  ✓ ¶ main idea obvious
		  ✓ Supporting ideas to connect main idea to details may not be clear
		  ✓ Concrete details explicate main idea
		- Almost all layers connected logically and smoothly
		
		Most body ¶s logically &smoothly connected
			Thesis supported by most body ¶ main ideas
			
			2layers in body ¶s (also see)
			- All layers present, but not complete
			  ✓ ¶ main idea obvious
			  ✓ Concrete details explicate main idea
			
			- Layers not connected logically
			
			Body ¶s logically but not smoothly connected
				Thesis not connected to body ¶ main ideas
				
				1 layer in body ¶s (also see)
				- All layers present, but not complete
				  ✓ ¶ main idea
				     OR
				- Concrete details
				
				- Layers not connected
				
				Body ¶s not connected
					No pattern of main idea/support present @ any level

Wording	Word choice → most vocabulary is familiar American English usage Phrasing smoothly communicates ideas using American English forms - e.g. "my mother's house" instead of "the house of my mother"	Word choice → most vocabulary is familiar American English usage Phrasing communicates ideas but uses "translated" forms rather than American English forms - e.g. "my mother's house" instead of "the house of my mother"	Word choice → vocabulary used may not be familiar American English usage Phrasing usually communicates ideas clearly, but reader understanding is slowed down - e.g. ""The book, it is for the birthday of my sister" instead of "The book is my sister's birthday present."	Word choice → vocabulary is not familiar American English usage	
				Phrasing often impedes understanding - e.g. ""My 13 brother I give book for May birthday" instead of, "Last month, I gave my thirteen year old brother a book for his birthday."	Phrasing impedes understanding - e.g. "Brother 13 I book."
Sentence Structure	Mixture of simple, compound, complex sentences & compound-complex sentences Majority of sentences have no more than 4 clauses	Mixture of simple, compound & complex sentences Majority of sentences have less than 3 clauses	Most sentences are of one type (simple, compound or complex) Majority of sentences have 1 or 2 clauses	Majority of sentences have 1 clause	All sentences have 1 clause or are fragments
Grammar, punctuation, spelling	Free of consistent errors - if minor error exists, this is acceptable, but the occurrence of the same error two or more times demonstrates ineffective knowledge/usage. Grammar & punctuation errors studied are not present: fragments, comma splices, run-ons, restrictive and non-restrictive element mistakes (also see)	Almost free of consistent errors - if minor error exists, this is acceptable, but the occurrence of the same error two or more times demonstrates ineffective knowledge/usage. Most grammar & punctuation errors studied are not present: fragments, comma splices, run-ons	Relatively of consistent errors - if minor error exists, this is acceptable, but the occurrence of the same error two or more times demonstrates ineffective knowledge/usage. Minimal presence of grammar & punctuation errors studied: fragments, comma splices, run-ons	Consistent errors present and demonstrate lack of knowledge/usage: verb forms (agreement, tense), noun forms (agreement) missing words Presence of grammar and punctuation errors studied: fragments, comma splices, run-ons	Consistent errors dominate: verb forms (agreement, tense), noun forms (agreement) missing words All or nearly all sentences contain grammar & punctuation errors studied: fragments, comma splices, run-ons

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Comments: