

ACC Exit-level Composition Profile

©Austin Community College (rev. 5/25/11)

| Introduction | | | Points | | |
|--|-----------------------|------------------|--------|----|----|
| Lead-in: fully and interestingly establishes the context and boundaries of the topic while <u>enticing</u> the reader and setting the tone. Thesis: states its argument clearly and addresses the prompt. | Excellent A | 10 | | | |
| Lead in: establishes the context and boundaries of the topic as it attempts—with only partial success—to entice the reader and to set the tone. Thesis: states its argument clearly and clearly addresses the prompt. | Good B | 9 | | | |
| Lead in: establishes the context and boundaries of the topic but is formulaic OR repetitious. Thesis: states its argument clearly and clearly addresses the prompt. | Adequate C | 8 | | | |
| Lead in: does not clearly establish the context and boundaries of the topic. Thesis: states its argument clearly and clearly addresses the prompt. | Poor D | 7 | | | |
| Lead in: missing OR simply copies the prompt OR does not clearly lead to thesis. Thesis: missing OR does not clearly state the argument OR does not clearly address the prompt. | F | 6-0 | | | |
| Body Paragraphs | | | P1 | P2 | P3 |
| Unity/coherence: paragraph develops one reason which clearly contributes to an understanding of the thesis. Ideas are easy to follow and transitions are used effectively. Development: paragraph is <u>fully developed</u> and uses exact and appropriate language. The content is remarkable for the knowledgeable way it addresses the topic. No major errors in logic. | Excellent A | 45-41 (15-14) | | | |
| Unity/coherence: paragraph develops one reason which clearly contributes to the thesis. However, one or two sentences may not clearly contribute to the paragraph’s main idea. Transitional words and phrases are used. Development: paragraph developed with <u>detailed support</u> . While supporting ideas develop the paragraph’s main idea, there are places where the writer needs to add more details or be more precise to make the connections obvious. If the paragraph is lengthy, it may have a MINOR repetition problem. Some minor errors in logic may exist. | Good B | 40-36 (13-12) | | | |
| Unity/coherence: paragraph develops one reason which clearly contributes to the thesis. However, there is an <u>abrupt quality</u> either because of brevity (briefness) or lack of coherence among supporting ideas. Development: paragraph provides only a summary development of the topic. Support is stated in uncomplicated ways: it relies on obvious statements and a skeletal structure. OR It presents many supporting ideas but a few are not clearly related to the paragraph’s main idea. | Adequate C | 35-31 (11-10) | | | |
| Paragraph may begin with a topic sentence but it does not clearly relate to the thesis. OR When the topic sentence does develop the thesis, many sentences in the paragraph do not clearly develop it. OR It contains only one or two sentences that do not adequately develop the paragraph. | Poor D | 30-27 (9-6) | | | |
| Paragraph does not develop one topic. It may be slightly related to thesis but ideas are illogically presented. OR There is too little to evaluate. | F | 26-1 (5-1) | | | |
| Language Skills | | | Points | | |
| Successfully uses and punctuates a variety of sentence structures: simple, compound, complex, and compound-complex. Few if any errors exist, and errors do not interfere with readability. Writer demonstrates consistent command of higher level language skills. | A | 40-36 | | | |
| Some variety of sentence structure exists. Minor errors may exist in structure. Writer demonstrates good command of higher level language skills. | B | 35-32 | | | |
| Some variety of sentence structure exists. May contain a few major grammatical and mechanical errors, but errors only create minor if any difficulty in readability. Writer demonstrates limited basic skills. | C | 31-28 | | | |
| Writer demonstrates poor basic skills . Frequent errors of basic grammar and mechanics. | D | 27-24 | | | |
| Writer demonstrates very poor basic skills . Excessive errors of basic grammar and mechanics. | F | 23-1 | | | |
| Conclusion | | | Points | | |
| An original, graceful ending. | A | 5 | | | |
| Restates the thesis and/or main points and offers the reader some analysis or commentary that reinforces the essay’s position. | B | 4 | | | |
| A mechanical ending; it merely restates the thesis and/or main points. | C | 3 | | | |
| Too brief to be successful. OR Raises ideas that contradict the thesis. OR Is abrupt. | D | 2 | | | |
| Shows no sense of a conclusion’s purpose. OR Is missing. | F | 1 | | | |

Add 5 points to final grade of WSII papers and 10 points to WSI papers.