

Departmental Grading Scale

Introduction (3 points)

_____ Hook-lead—sentences that inform readers about the topic and lead to thesis (basic: 1pt; effective: 2pts)
 _____ an underlined thesis statement—with or without essay map—clearly addresses the prompt (1pt).

Body Paragraphs (12 points)

_____ ¶1 _____ ¶2
 _____ **Topic sentence** states a main idea that clearly contributes to the thesis statement (1pt).

_____ **Supporting details**

The main idea is *fully developed* with interesting explanation and relevant example(s). The supporting details are largely unified and coherent. No logic errors. (5 points)

The main idea is *adequately developed* with explanation and example(s). The supporting details are *mostly* unified and coherent. (3-4 points)

The main idea has *cursory development*, relying on obvious truth(s), transitions, and skeletal structure instead of detailed support or extended reasoning. (1-2 points)

The main idea has *limited development* and its relation to the main idea is left for the reader to assume. Low-level generalizations are familiar to a friendly supporter rather than evidence and explanation that would convince a doubter OR the details are repetitive OR there is not enough to evaluate OR the details are off topic. (0 points)

Conclusion (2 points)

_____ A developed paragraph that sums up the argument. (basic: 1 point; effective: 2 points)

Language (8 points)

7-8	Excellent	The language is <i>very clear</i> . The writing style is interesting and occasionally even eloquent. The student writes with good sentence variety. The student has very few if any grammatical errors, and those few that may exist are minor and do not interfere with readability.
5-6	Good	The language is <i>almost</i> always clear. The student writes with some sentence variety. The student has a small number of errors, but most of those errors are minor. These errors are occasionally distracting, but they do not interfere with readability.
3-4	Marginal	The language is <i>usually</i> clear. Sentence structure may now be more basic, with some attempts at compound and complex sentences that are occasionally successful. The student has a moderate number of errors, both major and minor, that are often distracting and sometimes interfere with readability.
1-2	Poor	The language is <i>often</i> unclear. Most attempts at compound and complex sentences are confusing. The student has many errors, both major and minor that are very distracting and that often interfere with readability.
0	Very Poor	The language throughout the essay is <i>very unclear</i> so that the reader has great difficulty understanding the meaning. Errors, both major and minor, interfere significantly with readability. Not enough to evaluate.

<u>Major Errors</u>	<u>Minor Errors</u>
-comma splices (cs) -run-ons (ro) -fragments (frag) -subject-verb agreement (sv agr) -verb tense consistency (vb t) -sentence sense (ss) -articles (art) -prepositions (prep)	-commonly confused words on list below (ccw) -apostrophe usage: possessives/contractions/misuse (apos) -comma usage: items in a series, coordination, introductory clause or phrase, coordinate adjectives, transitional expressions (cu) -unnecessary commas (unc) -pronoun case/agreement/reference (pron) -capitalization (cap) -missing word/letter/word ending: -ed, -s, -ing, -ly, -ies (miss) -other punctuation ---? : ; “” (pn)

Words Commonly Confused

WSI are accountable for 1-10	WSII are accountable for 1-20	WSIII are accountable for 1-30
1. a—an—and 2. are—our 3. its—it’s 4. knew—know— new—no 5. than—then 6. their—there—they’re 7. to—too—two 8. were—we’re—where 9. whose—who’s 10. your—you’re	11. accept—except 12. many—much 13. advice—advise 14. among—between 15. quiet—quit—quite 16. raise—rise 17. set—sit 18. though—thought 19. thorough—threw— through 20. want—won’t	21. amount—number 22. few—less 23. could have—would have—should have 24. affect—effect 25. loose—lose 26. passed—past 27. principal—principle 28. sense—since 29. suppose—supposed to use—used to 30. weather--whether