

Grading rubric: ESOL 400

SKILLS	An "A" Paper	A "B" Paper	A "C" Paper	A "No Pass" Paper
OVERALL COMPETENCE	Demonstrates strong competence in writing	Demonstrates competence in writing	Demonstrates limited mastery of essay fundamentals	Demonstrates incompetence in writing
PROMPT	Addresses the prompt completely, clearly, and effectively	Addresses the prompt appropriately	Addresses the prompt adequately	May not address the prompt adequately
CRITICAL THINKING/ READING	Generates original ideas that give insight to or analysis of the text.	Has some original ideas and gives some insight or analysis.	Shows development of original ideas and developing insight and analysis of text.	May be overly simplistic or incoherent and lacking deep or mature thought.
ORGANIZATION	Is well organized with an inviting intro., well- planned body, transitions & a satisfying conclusion	Is organized with an adequate intro., body, transitions & conclusion	Demonstrates distracting organizational and transitional weaknesses.	Is severely disorganized
THESIS	Has a clear, arguable thesis addressing topic, controlling idea, and demonstrating awareness of reader	Has an adequate, arguable thesis addressing topic and controlling idea	May have a simplistic thesis statement; thesis statement may be inconsistent	Has a weak or missing thesis, or the thesis may confuse the reader.
TOPIC SENTENCES	Has clear topic sentences, using transitions and rhetorical devices effectively	Has appropriate topic sentences	Has functional topic sentences that may be inconsistent.	Lacks topic sentences, and paragraphs accordingly lack focus.
DEVELOPMENT	Is well developed with good major and minor details in body paragraphs; appropriate support is evident	Is adequately developed with major and minor details in paragraphs, but support may be thin	Has minimal development; may have insufficient details to support generalizations; may be repetitive and/or general	Has a lack of development of major and minor details in the body paragraphs
GRAMMAR & LANGUAGE USE	Has consistently good grammar & language control, fluency, & conscious word choice. No errors that obscure meaning, occasional minor errors	Has generally good grammar & language control, fluency, & generally appropriate word choice: few errors obscuring meaning; occasional minor errors	Has occasional gaps in grammar & language control & fluency; Few errors obscuring meaning; frequent minor errors.	Has awkward, confusing, weak or no grammar or language control; frequent inappropriate word choice; translation dependency; obscured meaning
SENTENCE STRUCTURE / VARIETY	Has a variety of consistently well-formed sentences and only occasional minor errors	Has variety of generally well-formed sentences	Has developing control of sentence structure and development of variety.	Has lack of control of sentence structure and/or variety
PROOFREADING	Evidence of careful proofreading and diligent attention to draft comments	Occasional errors in spelling/format, but appears to have been proofread. Some attention to draft comments.	Several overlooked elements suggesting lack of proofreading; little attention to draft comments.	No evidence of proofreading; little or no attention to draft comments.
SUMMARY PARAPHRASE QUOTATION	Reflects the writer's clear ability to summarize, paraphrase, and quote and cite correctly if the assignment requests it	Reflects the writer's developing ability to summarize, quote, paraphrase, and cite correctly if the assignment requests it	Shows writer's awareness of quoting, paraphrasing, summarizing, and citing if the assignment requests it; may have a few errors in citation format	Shows writer's inability to summarize, paraphrase, quote and cite correctly if the assignment requests it; plagiarism; frequent errors in citation.