Essay Evaluation Scheme

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| --- | --- |
| **Essay****component** |  |
|  Incomplete/ Adequate/ Suitable, sufficient/ Comprehensive/ hard to follow comprehendible mostly logical, concise logical, concise, compelling |
| **Unity** |  |
| Thesis is clear and arguableThree clear and distinct controlling ideas that relate to thesis |
| **Development** |  |
| Introductory paragraph Lead-inBackground info/definitionThesisLogical, full development  | Body paragraphs (3) Topic sentenceExamples, explanationSpecification, elaboration Basis, substantiationConclusionLogical, full development | 1 2 31 2 31 2 31 2 31 2 31 2 3 | Conclusion paragraphMore-developed thesisControls drawn togetherLead-in referred toOne step furtherLogical, full development |
| **Coherence** |  |
| Clear, logical pattern of essay developmentLogic of points Transitions between and within paragraphs | Recognition of audience (tone)ConcisenessVaried diction and sentence structures |
| **Research and documentation** |  |
| Sufficient and appropriate basis, substantiationCoherent and proper integration of quotes, paraphraseAdequate paraphrasing of original source  | APA citations; properly formattedAPA references; properly formattedTitle page and document properly formatted  |
| **Language**  |  |
| Run-ons Fragments Mixed sentence construction Pronoun agreement, reference  | Punctuation Subject-verb agreement Verb tensesMisplaced modifiers | Possessives, plurals Spelling, diction MechanicsTypos |
| **Total** |  |
|  F D C B A A+ 0-7.25 7.5 8.25 9 9.75 10.5 11.25 12 13.5-15Total \_\_\_\_\_ (Minus \_\_\_\_\_ lateness, \_\_\_\_\_ plagiarism, \_\_\_\_\_ guidelines not followed = \_\_\_\_\_ ) |

Marking Legend

|  |
| --- |
| **Unity** |
| u¶ u | *problem with unity**paragraph lacks unity**lacks unity between points* | ≠ thesis≠ control= control 1control ? | *doesn’t relate to thesis**doesn’t relate to controlling idea**indistinct from first controlling idea**controlling idea is unclear* |
| **Development** |
| egexplainelaboratespecifyReally?So? | *example**relate example to controlling idea**give more information**give identifying information**seems untrue—substantiate or delete**seems irrelevant—explain relation to controlling idea or delete* | ✓T.S.concconc ¶intro ¶¶ dev | *good point**lacks topic sentence**lacks conclusion**conclusion paragraph**introductory paragraph**paragraph needs development* |
| **Cohesiveness** |
| co¶ coping pongRep / x2wording | *problem with cohesiveness**paragraph lack cohesiveness**lacks cohesiveness between points (needs transition)**moves back and forth between points**repetitious idea/language**wording creates difficulty in comprehension (logic)* | logic?wordyawkward!?!!ha! | *faulty logic**circular reasoning (a = b since b = a)**self-contradictory**meaning unclear**wordy; rephrase for conciseness**grammatically correct but awkward**disrespectful, offensive**very funny* |
| **Research & Documentation** |
| formatcontentAPA | *format is incorrect**information is missing* *follow APA formatting guidelines* | citemisquoteX paraphrase | *cite source**inaccurate quote**insufficient paraphrase* |
| **Language** |
| fragrunmixmmwwspΛ | *sentence fragment**run-on sentence**mixed sentence construction**misplaced modifier**wrong word**spelling error**insert (word, phrase, punctuation)* | ~~error~~ or errorerror**. . .**/( )1. | *delete* *mistake**mistake occurs throughout**separate elements (words, punctuation)**close elements (words, punctuation)**reverse elements (words, phrases)**see corresponding note in margin* |
|  **Mechanics** |
| ¶ | *start new paragraph**don’t start new paragraph**indent one tab (~12 spaces or ½ inch)* | #No underline/ bold/italics/centre | *insert line space**don’t underline or put in bold or italics,etc.* |