Essay Evaluation Scheme

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Essay**  **component** |  | | | | | |
| Incomplete/ Adequate/ Suitable, sufficient/ Comprehensive/  hard to follow comprehendible mostly logical, concise logical, concise, compelling | | | | | |
| **Unity** |  | | | | | |
| Thesis is clear and arguable  Three clear and distinct controlling ideas that relate to thesis | | | | | |
| **Development** |  | | | | | |
| Introductory paragraph  Lead-in  Background info/definition  Thesis  Logical, full development | Body paragraphs (3)  Topic sentence  Examples, explanation  Specification, elaboration  Basis, substantiation  Conclusion  Logical, full development | | | 1 2 3  1 2 3  1 2 3  1 2 3  1 2 3  1 2 3 | Conclusion paragraph  More-developed thesis  Controls drawn together  Lead-in referred to  One step further  Logical, full development |
| **Coherence** |  | | | | | |
| Clear, logical pattern of essay development  Logic of points  Transitions between and within paragraphs | | | Recognition of audience (tone)  Conciseness  Varied diction and sentence structures | | |
| **Research and documentation** |  | | | | | |
| Sufficient and appropriate basis, substantiation  Coherent and proper integration of quotes, paraphrase  Adequate paraphrasing of original source | | | APA citations; properly formatted  APA references; properly formatted  Title page and document properly formatted | | |
| **Language** |  | | | | | |
| Run-ons  Fragments  Mixed sentence construction  Pronoun agreement, reference | | Punctuation  Subject-verb agreement  Verb tenses  Misplaced modifiers | | | Possessives, plurals  Spelling, diction  Mechanics  Typos |
| **Total** |  | | | | | |
| F D C B A A+  0-7.25 7.5 8.25 9 9.75 10.5 11.25 12 13.5-15  Total \_\_\_\_\_ (Minus \_\_\_\_\_ lateness, \_\_\_\_\_ plagiarism, \_\_\_\_\_ guidelines not followed = \_\_\_\_\_ ) | | | | | |

Marking Legend

|  |  |  |  |
| --- | --- | --- | --- |
| **Unity** | | | |
| u  ¶ u | *problem with unity*  *paragraph lacks unity*  *lacks unity between points* | ≠ thesis  ≠ control  = control 1  control ? | *doesn’t relate to thesis*  *doesn’t relate to controlling idea*  *indistinct from first controlling idea*  *controlling idea is unclear* |
| **Development** | | | |
| eg  explain  elaborate  specify  Really?  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.  conc  conc ¶  intro ¶  ¶ dev | *good point*  *lacks topic sentence*  *lacks conclusion*  *conclusion paragraph*  *introductory paragraph*  *paragraph needs development* |
| **Cohesiveness** | | | |
| co  ¶ co  ping pong  Rep / x2  wording | *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  ?  wordy  awkward  !?!!  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** | | | |
| format  content  APA | *format is incorrect*  *information is missing*  *follow APA formatting guidelines* | cite  misquote  X paraphrase | *cite source*  *inaccurate quote*  *insufficient paraphrase* |
| **Language** | | | |
| frag  run  mix  mm  ww  sp  Λ | *sentence fragment*  *run-on sentence*  *mixed sentence construction*  *misplaced modifier*  *wrong word*  *spelling error*  *insert (word, phrase, punctuation)* | ~~error~~ or error  error  **. . .**  /  ( )  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.* |