**SCORING GUIDE FOR ESSAYS :** Each box is worth the number of points assigned to the column.

**Total Points: \_\_\_\_\_\_/32**

**Points Competent [4pts ea] Maturing Competency [3pts ea] Novice [2pts ea] Developing [1pt ea] Weak [0pts ea]**

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **CONTENT JUDGMENT** |  | Addresses the question fully and explores the question thoughtfully and shows depth and complexity of thought | Clearly addresses the question and explores the issue with development of thoughts and shows adequate depth and complexity of thought | Addresses the question with some development of thoughts. The essay may attempt to include a reference to or discussion of ideas presented in reading material. May have minimal depth and complexity of thought |  | Severely distorts or neglects part of the question and/or little to no development of thoughts; may be stereotyped. May have little to no depth and complexity of thought | The question has been distorted and/or no development of thoughts. The essay does not meet the minimum word count. No depth and complexity of thoughts and/or does not meet the minimum word count |
|  |
|  | Mature in style and organization | Stylistically appropriate and organized | May show weaknesses stylistically or with organization |  | Major weaknesses in style and/ or organization | Not organized and stylistically inappropriate and/or does not meet the minimum word count |
|  | Makes solid generalizations with supporting detail | Makes generalizations with sufficient detail | Some generalizations without detail or provides some detail without generalizations |  | Does not display an understanding of using generalizations and supporting detail. May include irrelevant ideas or be repetitious | Does not provide any generalizations or supporting detail. May include irrelevant ideas or be repetitious |
|  | The essay reflects the writer’s ability to fully integrate source material appropriately and provides appropriate context | The essay reflects the writer’s attempt to integrate source material appropriately and provides appropriate context | The essay reflects the writer’s attempt to integrate source material appropriately and provides appropriate context but may not be successful |  | The essay does not reflect the writer’s ability to integrate source material appropriately; much of the support from the reading material has been misrepresented or misunderstood | There has been no attempt to integrate source material appropriately; the support from the reading material has been misrepresented and/or misunderstood |
| **SENTENCE**  **UNIT** |  | No errors in the following: sentence and syntax structure | Fewer than a total of 3 errors in the following: sentence and syntax structure | Fewer than a total of 4 errors in the following: sentence and syntax structure |  | A total of four or more errors in the following: sentence and syntax structure | Major errors distract from understanding in the following: sentence and syntax structure |
|  |
|  | No errors in clarity and logic | Fewer than 3 clarity and logic | Fewer than 4 errors in clarity and logic |  | Four or more errors in clarity and logic | Major errors in clarity and logic |
| **WORD LEVEL and PUNCTUATION** |  | No errors in word level | Fewer than 3 errors in word level; errors do not show a pattern | Fewer than 5 errors in word level errors; errors do not show a pattern |  | Five or more errors in word level; errors show a pattern | Major errors in word level show a pattern |
|  | No punctuation errors | Fewer than 3 punctuation errors; errors do not show a pattern | Fewer than 6 punctuation errors; errors; errors do not show a pattern |  | Six or more punctuation errors; errors show a pattern | Major punctuation errors; errors show an obvious pattern |

**32-27=Level 4 [pass] 26-21=Level 3 [pass] 20-15=Level 2 [pass] [Not pass] [Not pass]**