

Holistic Rating Scale to Mark an Essay

Student Name:

Date or Time Period of Assessment:

Assignment to be Graded:

The essay being awarded a rating at a specific scale point will show **some** or **all** of the following qualities.

A. Papers at the top two scale points exhibit the following general qualities.

- **well-developed**
- **a feeling of active involvement with the subject**
- **focused and intentional writing**
- **originality**
- **reader can detect a feeling of 'voice' in the writing**
- **command of sentence structure and vocabulary**
- **technical errors do not intrude on the reader's appreciation and pleasure**

6 likeable paper written with creativity, animation, and style

- has strong sense of personal 'voice'
- is intentional and direct
- moves smoothly from a convincing beginning through a progression of occurrences or concepts to a convincing end
- particulars and illustrations used effectively to set mood, form character, or explain a controversy
- writer takes chances; outcomes convincing
- effortless skill in sentence structure evident; may involve suitable and accurate subordination, and effective use of parallel structures and fragments
- vocabulary proper and well-suited; it may be refined
- infrequent mechanical errors

5 proficient paper, well-developed

- less skillful sense of personal 'voice', strength, and creativity
- is deliberate and centered
- moves rationally from constructive opening through a sequence of circumstances or concepts to a finish
- particulars and instances used effectively to set mood, unfold character traits, or detail an argument
- writer takes some risks but effects irregular
- sentences regulated and diverse
- subordination for the most part appropriate and accurate
- vocabulary suitable and correct
- few technical mistakes

B. Papers at the two mid-points of the scale exhibit the following general qualities.

- **proficiently written**
 - **show concern for formalities of standard English**
 - **contain few cases of innovation or distinctiveness**
 - **give little evidence of polish in ideas or vocabulary**
 - **have a core of ideas that is for the most part clear but development often unsophisticated or fragmentary**
 - **indicate the writer shows some command of elemental sentence structures and vocabulary**
 - **have technical mistakes that reduce the effectiveness**
-

- 4 centered and ordered
 - few examples of creativity
 - substance of the paper exhibits lack of depth or insight
 - logical arrangement of ideas
 - introduction and conclusion but ideas not mature in nature
 - writer takes small risks but outcome weak
 - paragraphing, sentence structure, vocabulary elementary and accurate
 - technical mistakes present
- 3 paper considers topic but development unsubstantial and many times immature
 - little creativity or distinctiveness or chance-taking
 - introduction and conclusion included
 - order and connection between ideas/events indistinct or unreasonable
 - sentences predictable
 - difficulties found with pronouns, verb tense, and punctuation
 - vocabulary restricted, tedious, and often idiomatic
 - technical mistakes inhibit comprehension

C Papers at the bottom two scale points have numerous deficiencies.

- **unsubstantial sense of intention, organization, and development**
 - **numerous difficulties with conventions of standard English**
 - **substance of theme or ideas insufficient and frequently hard to follow**
 - **no sense of 'voice'**
 - **sentences elementary and tedious**
 - **numerous mistakes evident in usage**
 - **vocabulary restricted**
 - **paper laborious to read and understand**
- 2 some effort to center on topic or relate a story shown but little, if any, development of ideas
 - may have an introduction and conclusion but not strong
 - some efforts at logical structuring of events evident
 - some efforts at paragraph development seen
 - the subject matter and the amount of material weak - may be restricted to a solitary example or happening
 - vocabulary narrow in range and at times inappropriately idiomatic
 - may have repetitive sentences in structure or content
 - mistakes in usage and sentence structure frustrate reader's flow of thought; however, writing is understandable
 - 1 little or no impression given of purpose, directedness, or organization
 - if development exists, it is unreasonable and baffling
 - logical progression of ideas not observable
 - few linkages between concepts or ideas
 - no mastery or skill observed in structuring sentences
 - word choice inappropriate and random
 - vocabulary elemental and often used out of context
 - mistakes in verb tense, point-of-view, and idiom
 - technical errors extreme and large in number so that understanding of the meaning lost