## PARAGRAPH SCORING GUIDE

|   | Content – what is said:  | Written Expression – how it's said:   |
|---|--|---|
| 6 – WOW!  Your paragraph is insightful, engaging, and focused; it shows a thorough understanding of the task. | <ul> <li>□ Analyses or presents the topic in an engaging and logical manner</li> <li>□ Focused topic sentence</li> <li>□ Body is developed with interesting and convincing support</li> <li>□ Concluding sentence makes a strong final statement of the main idea</li> </ul>                         | <ul> <li>□ Tightly focused, on topic, and fully developed</li> <li>□ Sophisticated vocabulary, word choice, and transitions</li> <li>□ Sentence structure is varied and controlled</li> <li>□ Few mechanical or spelling errors</li> </ul>  |
| 5 – STRONG!  Your paragraph effectively accomplishes the requirements of the task.                            | <ul> <li>□ Analyses or presents the topic in a well-organized manner</li> <li>□ Focused topic sentence uses active language</li> <li>□ Body is developed with appropriate support</li> <li>□ Concluding sentence affirms the main idea of the paragraph</li> </ul>                                   | <ul> <li>□ Focused, on topic, and developed</li> <li>□ Appropriate vocabulary, word choice, and transitions</li> <li>□ Sentence structure is varied and competent but uneven in places</li> <li>□ Minor mechanical or spelling errors</li> </ul>  |
| 4 – GOOD  Your paragraph adequately fulfils the requirements of the task.                                     | <ul> <li>□ Analyses or presents the topic in a predictable manner</li> <li>□ Topic sentence is clearly stated</li> <li>□ Body is developed with some effective support</li> <li>□ Concluding sentence completes the paragraph</li> </ul>   | <ul> <li>□ Generally focused; may stray off topic; adequate development</li> <li>□ Vocabulary, word choice and transitions are simple but correct</li> <li>□ Sentence structure is correct, but simple sentences predominate</li> <li>□ Some mechanical or spelling errors are present but do not affect understanding</li> </ul> |
| 3 – A PASS  Your paragraph accomplishes the task at a basic level.  | <ul> <li>□ Analyses or presents the topic in a manner which is difficult to follow</li> <li>□ A topic sentence is present, though not clearly stated</li> <li>□ Body is developed with thin or repetitive support</li> <li>□ Concluding sentence attempts to complete the paragraph</li> </ul>       | <ul> <li>□ Loose focus; may stray off topic; limited development</li> <li>□ Vocabulary is basic and repetitive; transitions may be ineffective</li> <li>□ Sentence structure is awkward or simplistic</li> <li>□ Mechanical or spelling errors are present but do not impact meaning</li> </ul>                                   |
| 2 – ALMOST  Your paragraph does not accomplish the basic task.  | <ul> <li>□ Analyses or presents the topic in a manner which is illogical or insufficient</li> <li>□ Paragraph structure and development is weak</li> <li>□ Topic sentence is vague or not present</li> <li>□ Concluding sentence may not be present or may add new, unrelated information</li> </ul> | <ul> <li>□ Simple sentence forms predominate</li> <li>□ Numerous mechanical or spelling errors disrupt the flow of the writing</li> <li>□ Lacks focus, purpose, and development</li> <li>□ Vocabulary is informal and often colloquial; transitions are not present</li> </ul>  |
| 1 – NOT YET  Your paragraph is incomplete   | <ul> <li>□ Paragraph may be limited to one to two sentences</li> <li>□ A topic sentence is not present or does not introduce the topic</li> <li>□ Structure and development are not present</li> <li>□ Paragraph lacks a concluding sentence</li> </ul>  | <ul> <li>□ Lacks focus, purpose, or does not have a single, clear topic</li> <li>□ Vocabulary is immature or vague; word choice is not appropriate</li> <li>□ Sentence structure is incoherent</li> <li>□ Frequent grammar or spelling errors affect understanding</li> </ul>   |
| 0 - NOT AT ALL  | ☐ Paragraph is too brief to evaluate or not attempted at all   |   |