

## Paragraph Scoring Guide

**6**  
Wow!

Your paragraph is insightful, engaging, and focused; it shows a thorough understanding of the task.

**Content—what is said:**

- analyses or presents the topic in an engaging and logical manner
- focused topic sentence
- body is developed with interesting and convincing support
- concluding sentence makes a strong final statement of the main idea

**Written Expression—how it's said:**

- tightly focused, on topic, and fully developed
- sophisticated vocabulary, word choice, and transitions
- sentence structure is varied and controlled
- few mechanical or spelling errors

**5**  
Strong!

Your paragraph effectively accomplishes the requirements of the task.

**Content—what is said:**

- analyses or presents the topic in a well-organized manner
- focused topic sentence uses active language
- body is developed with appropriate support
- concluding sentence affirms the main idea of the paragraph

**Written Expression—how it's said:**

- focused, on topic, and developed
- appropriate vocabulary, word choice, and transitions
- sentence structure is varied and competent but uneven in places
- minor mechanical or spelling errors

**4**  
Good!

Your paragraph adequately fulfills the requirements of the task.

**Content—what is said:**

- analyses or presents the topic in a predictable manner
- topic sentence is clearly stated
- body is developed with some effective support
- concluding sentence completes the paragraph

**Written Expression—how it's said:**

- generally focused; may stray off topic; adequate development
- vocabulary, word choice and transitions are simple but correct
- sentence structure is correct, but simple sentences predominate
- some mechanical or spelling errors are present but do not affect understanding

**3**  
A Pass!

Your paragraph accomplishes the task at a basic level.

**Content—what is said:**

- analyses or presents the topic in a manner which is difficult to follow
- a topic sentence is present, though not clearly stated
- body is developed with thin or repetitive support
- concluding sentence attempts to complete the paragraph

**Written Expression—how it's said:**

- loose focus; may stray off topic; limited development
- vocabulary is basic and repetitive; transitions may be ineffective
- sentence structure is awkward or simplistic
- mechanical or spelling errors are present but do not affect meaning

**2**  
Almost

Your paragraph does not accomplish the basic task.

**Content—what is said:**

- analyses or presents the topic in a manner which is illogical or insufficient
- paragraph structure and development is weak
- topic sentence is vague or not present
- concluding sentence may not be present or may add new, unrelated information

**Written Expression—how it's said:**

- lacks focus, purpose, and development
- vocabulary is informal and often colloquial; transitions are not present
- simple sentence forms predominate
- numerous mechanical or spelling errors disrupt the flow of the writing

**1**  
Not Yet

Your paragraph is incomplete.

**Content—what is said:**

- paragraph may be limited to one to two sentences
- a topic sentence is not present or does not introduce the topic
- structure and development are not present
- paragraph lacks a concluding sentence

**Written Expression—how it's said:**

- lacks focus, purpose, or does not have a single, clear topic
- vocabulary is immature or vague; word choice is not appropriate
- sentence structure is incoherent
- frequent grammar or spelling errors affect understanding

**0**  
Not At All

Paragraph is too brief to evaluate or not attempted at all.