

Organization	Development	Language
A Grade: Excellent control		
<ul style="list-style-type: none"> • Thesis is clearly stated and answers the question appropriately. • Body paragraphs support the thesis, and the paragraphs carry out the writer's intended idea. The body paragraphs work together to build a logical argument. • Transitions and other coherence devices link paragraphs and ideas within paragraphs. • The introduction engages the reader's interest and gives necessary background information to the reader. • The conclusion goes beyond simple summary and allows the writer to effectively conclude the paper. 	<ul style="list-style-type: none"> • Each body paragraph is focused on one topic. • Body paragraphs carry out the thesis through logical, thoughtful analysis which answers the essay question. • The writer supports general statements with concrete evidence. • Ideas in each paragraph flow coherently, • The introduction and conclusion are adequately developed. 	<ul style="list-style-type: none"> • The writer uses fluent language. • The writer chooses words effectively. • The writer shows good control of verb tense, verb form, passive voice, word form, and sentence structure. • Less serious errors may occur but are not disruptive. • The writer effectively varies sentences, • The sentences are clear and generally idiomatic.
B Grade: Good control, but some weaknesses occur		
<ul style="list-style-type: none"> • The thesis is understandable and answers the question appropriately. • Body paragraphs support the thesis, and the paragraphs generally carry out the writer's intended idea. The body paragraphs work together to build an argument. • Transitions and other coherence devices link ideas within paragraphs. Transitions are less effective between paragraphs. • The introduction gives adequate background information to the reader and leads to the thesis. • The conclusion is clearly related to the argument. 	<ul style="list-style-type: none"> • Body paragraphs are generally on topic, although the focus occasionally wanders. • Analysis is logical, although some parts of the argument are weak or lack strong support, • Appropriate specific examples are included • Within paragraphs, occasional, slight breaks in coherence occur. 	<ul style="list-style-type: none"> • The writer generally uses fluent language. • The writer shows general control of verb tense, verb form, passive voice, word form, and sentence structure, although the paper contains a few errors in these categories. • The writer has some problems with less serious errors such as singular/plural, articles, prepositions, pronoun reference or subject-verb agreement. • The writer uses some variety in sentences. • The writer has some problems with word choice and non-idiomatic wording but generally writes clear sentences.
C. Grade: Adequate control, but many weaknesses occur		
<ul style="list-style-type: none"> • The thesis answers the question but is weak and/or vague. • Some body paragraphs do not clearly support the thesis, and/or some paragraphs only partially carry out the writer's intended idea. • Transitions and other coherence devices do not always effectively link paragraphs or ideas within paragraphs. • The introduction does not effectively lead to the thesis. • The conclusion gives only a simple summary of the paper. 	<ul style="list-style-type: none"> • Some parts of one or more paragraphs are not focused, • The writer provides at least some logical analysis for each main point, but analysis is incomplete or weak in logic. A few parts of the argument are unclear. • At least some evidence is given to support each main point, but examples are too general and/or minimally convincing. • Some coherence problems occur. 	<ul style="list-style-type: none"> • Language is less fluent than in a B paper. • The writer makes some serious errors such as verb tense, verb form, passive voice, word form, or sentence structure. However, such serious errors do not dominate the paper. • The writer makes frequent less serious errors such as singular/plural, articles, prepositions, pronoun reference or subject-verb agreement. • The writer uses little variety in sentences. • The paper contains some unclear sentences, words and phrases.

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D: Poor control		
<ul style="list-style-type: none"> • The thesis is unclear and/or does not answer the question. • The body paragraphs are off topic and/or fail to build an argument. • Transitions and other coherence devices are noticeably absent. • The introduction and/or the conclusion are ineffective. 	<ul style="list-style-type: none"> • Focus is weak in most or all body paragraphs. • Analysis is very weak: it is seriously underdeveloped, illogical, off topic, or missing. • Evidence is inappropriate or missing. • Many coherence problems occur. 	<ul style="list-style-type: none"> • Serious errors such as verb tense, verb form, passive voice, word form, or sentence structure dominate the paper. • Less serious errors such as singular/plural, articles, prepositions, pronoun reference or subject-verb agreement dominate the paper. • The writer relies on simple sentences. • Sentences are frequently unclear.
F: Failure to organize or develop paper or to control language		
<ul style="list-style-type: none"> • The paper lacks any coherent organizational framework. 	<ul style="list-style-type: none"> • Body paragraphs lack any controlling idea or are seriously off topic. • The paragraphs are extremely brief. • The paper is plagiarized. 	<ul style="list-style-type: none"> • The writer has severe problems with language.