ENG109

Inqury 1: Grading Breakdown

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| **COVER LETTER (5 points)** Mention explicitly the success & challenges and provide adequate supports. | **LOW** (**1-2 POINTS**) Some elements are missing. Did not show any understanding of the prompt | **MID (3-4 POINTS)** All required elements are present but it is not well-supported. | **HIGH (5 POINTS)** All required elements are present and well-supported. Shows a reflective stance in describing the success & challenges of the writing |
| **THESIS: (5 points)** A clear and explicit author intention (purpose) in writing the essay. |  (**1-2 POINTS**) No detectable introduction & thesis. Did not show any attempt to introduce the topic to the readers.  | (**3-4 POINTS**) Clear thesis although it can be made more explicit. Some information leading to the thesis can be structured more effectively.  | (**5 POINTS**) Clear & explicit thesis The thesis is appropriately signaled, well-supported (respond to ‘who-care’ factor) & sequenced.  |
| **DESCRIPTION (25 points)** All the components of a story are present (place/time, characters, dialogue, inner speech, etc.) & sequenced in a vivid and complex ways. | (**1 to 9 POINTS**) Many components of a story are missing. Readers need to struggle to make a connection between the description & the thesis. | (**10 to 19 POINTS**) Almost all the components of a story is written that makes the story easy to understand. Do more telling than showing the ICB. | (**20-25 POINTS**) The writer is able to describe & frame the story effectively in a way that there is a relevant connection between the story and the thesis. The show and tell parts are well-balanced and effective. |
| **ANALYSIS (30 points)** Does the analysis directly support the description & thesis? Are key words present and appropriately use?  | (**1 to 13 POINTS**) The writer shows some attempts at analyzing both texts. Vague relations between the analysis, the description & thesis. No evidence of using any key words. | (**14 to 25 POINTS**) Clear distinction between description & analysis although in some instances analysis does not directly relate to the description/thesis. Key words are used although ineffectively. | (**26-30 POINTS**) The writer provides complex, relevant, and detailed analysis of the ICB. The analysis gives effective supports for the thesis. It is written in a complex language and structure. Appropriate use of key words. |

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| **ORGANIZATION/STRUCTURE (10 points)** Is there a logical organization of sentences and larger chunks of discourse for emphasis, logic, and readability?  | (**1 to 3 POINTS**) The text shows little or no paragraph organization. None of the body paragraphs have discernable topic sentences. No clear introduction or conclusion. | (**4 -7 POINTS**) The arrangement of paragraphs across the text may not follow a clear sequence. Not all body paragraphs have clear topic sentences. The conclusion simply repeats the thesis and topic sentences.  | (**8-10 POINTS**) The overall text orders ideas in an effective sequence. Body paragraphs start with clear & appropriate topic sentences. The conclusion effectively summarizes the paper. |
| **STYLE/WORD CHOICES (10 points)** Complexity and variation of word choices; accuracy and precision of word choice; appropriate academic tone | (**1 to 3 POINTS**) The vocabulary used is simple and generic, and/or displays frequent errors. The style of the writing has a generally non-academic feel. | (**4 to 7 POINTS**) The vocabulary used is occasionally more sophisticated. There are regular errors in lexical choices, and/or more sophisticated terminology is exclusively borrowed from the reading passage. The writer relies on a non-academic, casual tone. | (**8 to 10 POINTS**) The vocabulary used demonstrates sophistication, with few errors and with only occasional reliance on the terminology of the reading passage. The writer successfully achieves an academic tone. |
| **GRAMMAR (10 points):**  Correctness and sophistication of grammar used, and sentence length. | (**1 to 3 POINTS**) Grammar displays many mistakes that affect coherence and comprehension. The writer tends to use only short sentences, and/or attempts at long sentences are not comprehensible. Grammar remains at a simple level (ex: past/present/future, present continuous). | (**4 to 7 POINTS**) Grammar is more than occasionally incorrect but mostly does not affect coherence and comprehension. The writer occasionally succeeds in writing longer sentences. Correct grammar remains at a simple level, but with occasionally successful attempts at more sophisticated grammar.  | (**8 to 10 POINTS**) Grammar is mostly correct. The writer successfully uses complex sentence structures and more sophisticated grammar. |
| **MECHANICS/CONVENTIONS (5 points)** Spelling, punctuation, capitalization, etc. | (**1 to 2 POINTS**) Spelling, capitalization, and/or punctuation are frequently wrong. | (**3 to 4 POINTS**) Some errors of spelling, capitalization, and/or punctuation are found. | (**5** **POINTS)** Spelling, capitalization, and punctuation errors are occasional and of a non-substantial type. |