

No skeleton

Skeleton with
Some good flesh,
Some tired flesh

Flesh in
perfect
condition

1	2	3	4	5	6
<ul style="list-style-type: none"> • Little or no topic development, organization, and/or details • Little or no awareness of audience and/or task • Errors in surface features seriously interfere with communication 	<ul style="list-style-type: none"> • Random and/or weak topic development, unfocused, limited details • Poor awareness of audience and/or task • Errors in surface features are disproportionate to the length and complexity of the piece. 	<ul style="list-style-type: none"> • Rudimentary development of topic and supporting details, limited focus • Simplistic vocabulary • Errors in surface features are disproportionate to the length or complexity of the piece. 	<ul style="list-style-type: none"> • Moderately fluent, adequate details, focused • Acceptable vocabulary • Some errors in surface features that do not interfere with communication 	<ul style="list-style-type: none"> • Fluent, fully developed • Evidence of voice and strong details • Few errors in surface features relative to length or complexity 	<ul style="list-style-type: none"> • Topic and details richly developed • Careful but subtle organization • Effective and/or rich language • Accomplished control of surface features

Grades:

8-80	}	7-70
9-85		6-65
10-90		5-55
11-94		4-44
12-98		3-33...

Skeleton with
no flesh

Skeleton
with healthy
flesh

Five Paragraph Essays Holistic Scoring Guide

-----1-----

- No visible sign of a thesis statement
- Chaotic introductory paragraph with no background information or cohesion
- Unrelated supporting paragraphs with zero internal order
- Completely unrelated concluding paragraph
- No significant use of resources

-----2-----

- Completely reiterative thesis statement
- Deficient or poorly organized background information and lead in for introduction
- Loosely related supporting paragraphs with poor internal order
- Mostly unrelated concluding paragraph
- No fresh references to information or class resources

-----3-----

- Reiterative thesis, worded differently from sources (still no synthesis)
- Awkwardly rendered, but discernible efforts at lead in and background in introduction
- Related paragraphs with poor internal order or loosely related paragraphs with adequate internal order
- Poorly presented conclusion with vague reference to thesis and support
- Uses resources or information that closely resemble previously discussed information

-----4-----

- Original thesis, mildly challenging premise (synthesis)
- Minimal necessary introductory background reasonably organized to support thesis
- Related paragraphs with adequate internal organization
- Summary or thesis and support, pedantic writing
- Uses previously unconsidered information to support a familiar idea

-----5-----

- Creative thesis statement, moderately complex and original angle
- Well presented introduction with background information relevant to thesis
- Paragraphs that explicitly support the thesis and that have good internal structure and style
- Satisfying conclusion that reiterates thesis and support in a fresh, conclusive manner
- Analyzes or uses information or sources in a creative way or uses new information to support a creative thesis

-----6-----

- Creative thesis statement, advanced complexity and originality of thought
- Exceptionally rendered background to thesis. Creative, concise introduction
- Paragraphs that support the thesis and that exhibit superior style and internal organization. Linked by varied and creative transitions
- Creative conclusion that wraps up essay with style and clarity
- Blends high level interpretation and analysis with fresh evidence or information

Comments: