



EGE UNIVERSITY
SCHOOL OF FOREIGN LANGUAGES
CURRICULUM DEVELOPMENT AND COORDINATION UNIT



ESSAY WRITING ASSESSMENT CRITERIA (EXAM)

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GROUND RULES	Word Limit	<ul style="list-style-type: none"> If the word limit is not achieved, 1 pt. from the final grade will be deducted. 	
	Task Achievement	<ul style="list-style-type: none"> If the student has written a well-developed paragraph including all the elements of an essay, 5 pts. from the final grade will be deducted. If both the topic and type of essay are irrelevant to the task given, the paper will get 1 pt. The paper will be evaluated as it is, and 50% from the final grade will be deducted: <ul style="list-style-type: none"> if the student has attempted to write a relevant type of essay although the topic is wrong; if the student has attempted to write on a relevant topic although the type of essay is wrong. 	
	ELEMENTS	POINTS	VALUE
FORMAT (2 pts.)	Mechanics (2 pts.)	2	VERY GOOD: There are almost no problems with the title, margin, indentation, spelling, capitalization, and punctuation.
		1	AVERAGE: There are a few problems with the margin, indentation, spelling, capitalization, and punctuation. Even if there is a title, it might not be proper or be formatted right.
		0	POOR: There are a lot of problems with the margin, indentation, spelling, capitalization, and punctuation. There is no title.
CONTENT AND LANGUAGE (18 pts.)	Thesis statement (2 pts.)	2	VERY GOOD: Thesis statement is strong, well-developed, and accurate.
		1	AVERAGE: Thesis statement has some minor mistakes and it should be developed.
		0	POOR: Thesis statement is weak or is not assessable, or there is no thesis statement.
	Introduction & Conclusion (2 pts.)	2	VERY GOOD: Introductory paragraph has an original hook sentence and well-developed background information. & Concluding paragraph summarizes the main points and paraphrases the thesis statement and leaves the reader with a suggestion, opinion, or prediction.
		1	AVERAGE: Hook sentence and background information are not strong enough in meaning and contain several major errors. & Concluding paragraph does not summarize the main points sufficiently, or the thesis statement is found in the same wording as in the introduction.
		0	POOR: Hook sentence and background information are not assessable, or there is no hook or background information. & The essay is not summed up, or the thesis statement is not referred to in the conclusion.
	Body Paragraphs (6 pts.)	6-5	VERY GOOD: All the body paragraphs have well-developed topic sentences, which are different from each other but related to the thesis statement. Ideas stated in the paragraphs are clear, to the point, and enriched by details. All the elements of the paragraphs are positioned accurately. There are no problems with unity, coherence, and cohesion in the paragraphs, so there is a remarkable consistency within the whole essay.
		4-3	AVERAGE: Main ideas stand out, but details seem somewhat inconsistent or repetitive, so they should be developed. There are some problematic transitions among the ideas, and this harms the unified structure of the essay occasionally.
		2-0	POOR: There are no assessable topic sentences in the body paragraphs. Ideas stated are mostly unclear, repetitive, or irrelevant to the thesis statement. The paragraphs lack logical sequencing; lapses lead to misunderstanding; and unity, coherence, and cohesion cannot be assessed.
	Vocabulary (4 pts.)	4	VERY GOOD: There is a considerable variety and range of words in choice, usage, form, and appropriateness to content and the student's level.
		3-2	AVERAGE: Word choice and usage seem appropriate but still need to be developed especially in terms of forms.
		1-0	POOR: The student uses very limited range of vocabulary to express his/her ideas properly. Choice, usage, and forms need much to be developed.
	Use of English (4 pts.)	4	VERY GOOD: Grammar of the essay is clear, accurate, and appropriate for the student's level; mistakes are negligible; attempted sentence constructions are achieved.
		3-2	AVERAGE: The student does not have control over level-appropriate grammatical structures at times. It's easy to understand the essay, though.
		1-0	POOR: There are considerable and frequent grammatical errors; sentences are too simple for the student's level.