

SCORE CRITERIA

CONTENT

27-30 Excellent to very good: knowledgeable; substantive, thorough development of the thesis, including appropriate examples; solid support from a good selection of sources; good analysis and synthesis of the material; good use of comparison and contrast, critical inquiry and interpretation, relevant to the topic assigned.

22-26 Good to average: some knowledge of the subject; adequate range of analysis and synthesis; limited thematic development and use of examples; mostly relevant to the topic, but lacks detail in critical interpretation of the material.

17-21 Fair to poor: limited knowledge of the subject; minimal substance, analysis and synthesis; poor thematic development; poor use of examples and critical interpretation of the material.

13-16 Very poor shows little or no knowledge of the subject; lacking analysis or synthesis of the material and lacking good examples; inadequate quantity; not relevant, or not enough to rate.

ORGANIZATION AND FORMAT

18-20 Excellent to very good: clear statement of ideas; title that orients the reader to the thesis; clear organization (beginning, middle, and end) and smooth transitions; logical and cohesive sequencing both between and within paragraphs; good variety of bibliographical references; quotations/footnotes properly cited; length, cover page, spacing, fonts, margins, numbered pages all carefully adhered to.

14-17 Good to average: main ideas clear but loosely organized or connected; title loosely connected to the thesis; supporting material limited; sequencing logical but incomplete; bibliographical material and formatting adequate.

10-13 Fair to poor: ideas not well connected; title too general; poor organization and transitions; logical sequencing and development lacking; bibliographical information and formatting inadequate.

7-9 Very poor: ideas not communicated; no title; organization, sequencing and transitions lacking, or not enough to rate; bibliographical information and formatting lacking.

GRAMMAR AND FLUENCY

27-30 Excellent to very good: fluent expression; accurate use of relatively complex structures; very few errors in agreement, number, verb tenses or moods, word order, articles, pronouns, prepositions.

22-26 Good to average: adequate fluency; simple constructions used effectively; some problems in use of complex constructions; errors in agreement, number, verb tense, word order, articles, pronouns, prepositions.

17-21 Fair to poor: low fluency; significant mistakes in the use of complex constructions; frequent errors in agreement, number, verb tense, negation, word order, articles, pronouns, prepositions; fragments and deletions; lack of accuracy interferes with

meaning.

13-16 Very poor: lacks fluency; no mastery of simple sentence construction; text dominated by errors; does not communicate meaning, or not enough to rate.

VOCABULARY AND MECHANICS

18-20 Excellent to very good: complex range; accurate word/idiom choice; mastery of word forms and expressions; appropriate level of usage. Accurate spelling and use of diacritics (accent marks).

14-17 Good to average: adequate range; some errors of word/idiom choice; effective transmission of meaning. Some spelling errors.

10-13 Fair to poor: limited range; frequent word/idiom errors; inappropriate choice, usage; meaning not effectively communicated. Frequent spelling errors.

7-9 Very poor: translation-based errors; little knowledge of target language vocabulary, or not enough to rate. Many spelling errors.

With adaptation from: Hedgcock and Lefkowitz, "Collaborative Oral/Aural Revision in Foreign Language Writing Instruction," Journal of Second Language Writing 1(3):255-76, 1992, cited in Scott, Rethinking Foreign Language Writing, 1995, p. 116.