

LEVEL: Criterion	1	2	3	4	5	Weight ing
Content	The essay bears little or no direct relation to the topic		At least two-thirds of the essay is directly related to the essay topic		All the material included in the essay is directly related to the essay topic	x 6
Balance	The essay focuses on one aspect of the topic to the exclusion of others		The essay focuses on one or more aspects of the topic but does not address other central aspects		The essay strikes a successful balance between all the main aspects of the topic	x 1
Priorities	The essay focuses on details while ignoring the larger issues. The relevance of the details to the essay topic is not explicitly stated.		The essay addresses one or two larger issues, but their relative importance is not made clear, with secondary details being given equal prominence		The essay identifies significant differences and explains why these differences are important	x 2
Length / concision	Points are made in telegraph style without being fully developed so that the reader can understand them OR points are made in a long-winded or repetitive way		Some of the points are made in telegraph style without being fully developed so that the reader can understand them OR some points are made in a long-winded or repetitive way		All of the points are expressed fully yet concisely	x 2
Organization	The organization of the essay is nonexistent, muddled, unclear, repetitive or very intrusive (i.e. a vast proportion of the essay is devoted to telling the reader that a point is about to / has been made)		The transitions between some paragraphs are abrupt or unclear; some points are made in one paragraph that would naturally belong in another; an inordinate proportion of the essay is devoted to sign-posting its trajectory		The essay flows smoothly and logically. Its introduction briefly announces its content; its body is well-organized into paragraphs with topic sentence, support for the idea and conclusion. The conclusion successfully ties up the essay without repeating the introduction	x 4
Sentence structure	Many of the sentences are incomplete (e.g. run-on sentences or sentence fragments)		Paper contains occasional errors in sentence structure. There is minimal variety in sentence structure or length		Sentences are complete. They are varied in length and structure	x 1
Spelling, punctuation and grammar	There are twenty or more errors in spelling, punctuation and grammar		There are eight or more errors in spelling, punctuation and grammar		Spelling, punctuation and grammar are correct	x 1
Word choice	Many of the words that are used are wooly OR inappropriate to their context OR overly technical or grandiose words with better alternatives		Some of the words that are used are wooly OR inappropriate to their context OR overly technical or grandiose words with better alternatives		All the words are specific, direct and suited to their context	x 1
Thought & creativity	This essay is full of cliches or hackneyed statements showing no original thought or creativity		This essay shows a modicum of original thought, but could be written by someone off the street who hasn't taken this course		The thoughts are original and expressed in a way that keeps the reader's attention. The essay shows a level of thought beyond that of the casual passerby outside the course	x 2

