**Formative Assessmen for Essay**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Exceeds Expectations** | **Meets Expectations** | | **Below Expectations** | | **Does not Meet Expectations** | |
| **Grade**  **Performance Criteria** | **A** | **B** | **C** | **D** | **E** | **F** | **FX**  **0** |
| ***Content*** | Accomplished purpose of assignment directly and completely in an exceptional manner. All major topics thoroughly supported by specific, accurate, relevant data. | Accomplished assignment in  a capable manner. Major topics covered but supporting detail somewhat lacking in specificity, accuracy, or reference. | Accomplished assignment in  a sufficient manner. Most of major topics covered but supporting detail often lacking in specificity, accuracy, or reference. | Accomplished purpose of assignment only partially or indirectly. Little or no supporting data or data presented was not relevant,  specific, or accurate. | Accomplished purpose of assignment only partially or indirectly. Little or no supporting data or data presented was not relevant,  specific, or accurate. | The purpose of the assignment is not accomplished. No supporting data. | Not enough or nothing to evaluate |
| ***Organization*** | Exceptionally clear sense of unity and order, logical  transitions, highly effective opening and closing | Adequate sense of unity and order, most transitions effective, clear opening and closing. | Sufficient sense of unity and order, most transitions effective, clear opening and closing. | Lacked sense of unity and order, ineffective/lack of transitions, ineffective opening and closing. | Lacked sense of unity and order, ineffective/lack of transitions, ineffective opening and closing. | No sense of unity and order, no transitions, no opening and closing. |
| ***Clarity and Conciseness*** | Used smooth, clear, readable prose in a superior way throughout, no wordiness, consistently effective word choice. | Used smooth, clear, readable prose throughout the paper, occasional wordiness, generally  appropriate word choice. | Used smooth, clear, readable prose throughout most of the paper, occasional wordiness, generally  appropriate word choice. | Lacked smooth. clear. readable prose, contains wordiness, generally ineffective word choice. | Lacked smooth. clear. readable prose, contains wordiness, generally ineffective word choice. | Lacked clarity; ineffective word choice |
| ***Grammar, Vocabulary, Spelling and Punctuation*** | No more than two errors throughout in use of Standard English rules of grammar, spelling, punctuation, capitalization, and use of terms.  . | Not more than four errors per page in use of Standard English rules of grammar, spelling, punctuation, capitalization, and use of terms but did not affect overall clarity. | Not more than six errors per page in use of Standard English rules of grammar, spelling, punctuation, capitalization, and use of terms but did not affect overall clarity. | Not more than eight errors per page in use of Standard English rules of grammar, spelling, punctuation, capitalization, and use of terms that made the paper unclear or  difficult to read. | Not more than ten errors per page in use of Standard English rules of grammar, spelling, punctuation, capitalization, and use of terms that made the paper unclear or  difficult to read. | More than ten distracting errors per page in use of Standard English rules of grammar, spelling, punctuation, capitalization, and use of terms. |

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