

Student Name: \_\_\_\_\_

Student ID: \_\_\_\_\_

Date: \_\_\_\_\_ Total Score = \_\_\_\_\_ /20

## ESSAY EVALUATION - EAP 2



Criteria	Score	Criteria Description
Organisation	4	Demonstrates effective organisation of ideas and clear understanding of essay style and structure.
	3	Demonstrates appropriate organisation of ideas and an understanding of essay style and structure.
	2	Demonstrates partial organisation of ideas with some sense of appropriate essay style and structure.
	1	Demonstrates partial organisation of ideas. Attempts to use an appropriate essay style and structure are inconsistent.
Relevance and adequacy of content	4	All aspects of task addressed. Demonstrates some degree of complexity of ideas and abstraction. Relevant Meets minimum word length.
	3	Serious attempt to address all aspects of task. Demonstrates some degree of complexity of ideas. Mostly relevant to the task. Meets minimum word length.
	2	Many aspects of task addressed. Simple ideas expressed are generally relevant to the task. May or may not meet minimum word length.
	1	Task is partially addressed with limited or repetitive support. Ideas expressed may be relevant. May or may not meet minimum word length
Cohesion	4	Developed paragraph structure with clear topic sentences and relevant supporting detail. A range of cohesive devices used effectively between paragraphs. Clear thesis and argument established, though may have minor problems with conveying more complex details of the argument to the reader.
	3	Appropriate paragraph structure with a developed topic sentence and appropriate evidence of supporting detail. Ideas and paragraphs linked with simple cohesive devices. Simple argument established.
	2	Simple paragraph structure with a basic topic sentence and some evidence of relevant supporting detail. Ideas linked with simple cohesive devices. Attempt to establish a simple argument but not always clear to the reader.
	1	Weak paragraph structure. Limited evidence of planned topic sentence and/or relevant supporting detail. Attempt to link Ideas with simple cohesive devices - sometimes successful.
Vocabulary and Register	4	Wide range of vocabulary used with appropriate idiomatic language and collocations. Register consistently appropriate to task.
	3	Appropriate range of vocabulary related to the task and topic. Consistent attempts at appropriate register.
	2	Adequate range of vocabulary to meet minimum needs of the task. Mostly consistent attempts at appropriate register.
	1	Basic range of vocabulary which may make the text repetitive. Inconsistent attempts at register
Accuracy-Grammar, Punctuation and Spelling	4	Generally high level of control demonstrated with mostly accurate use of a wide range of structures, including verb tenses, passive, modals, reported speech forms, compound and complex sentences. Spelling and punctuation are consistently accurate.
	3	Generally appropriate level of control demonstrated with occasional inaccurate use of some structures, including verb forms, passives, modals, compound and complex sentences. Spelling and punctuation are mostly accurate.
	2	Inconsistent control demonstrated with frequent inaccuracies in the use of some structures, including verb forms, passives, modals and reported speech Developing control of compound and complex sentences consistently demonstrated. Spelling of familiar and some frequently occurring specialist words related to the topic mostly accurate. Punctuation sometimes inconsistent.
	1	Inconsistent control demonstrated with frequent inaccuracies in the use of some structures, including verb forms, passives, modals and reported speech Developing control of compound and complex sentences occasionally demonstrated. Spelling of familiar words mostly accurate. Errors in some frequently occurring specialist words even if related to topic. Punctuation inconsistent.

Teacher Comments