

## **GUIDELINES FOR GRADING ESSAYS** (Intermediate Levels)

### **(1) Content and Organization (Inhalt): 50%**

- A = significant, interesting, well thought out, appropriate to assignment, good attention to needs of audience; well-organized ideas and paragraphs, use of clear topic and summary sentences, clear development of topic or argument, convincing, easy to follow
- B = generally good work, but facts may be unsupported, or repetitions or clichés may be apparent, fair attention to needs of audience; good evidence of structuring of ideas and paragraphs, attempts at topic development, perhaps unwieldy use of patterns of organization
- C = careless development of information relevant to content, little sense of audience; some attempts at organization, but few topic, development, summary sequences
- D = no effort to make content significant to composition, no sense of audience; hard to follow, organization undermines intelligibility
- F = incoherent or wildly inappropriate content  
no evidence of planning in structure of essay or paragraphs

### **(2) Language (Style, Grammar, Vocabulary): 50%**

- A = few errors, excellent use of learned structures and new vocabulary, moments of elegance
- B = comprehensible, some errors, good use of available structures and vocabulary
- C = substantial and significant errors; little attempt made to use new structures or vocabulary
- D = errors constitute one or more blocks to communication; no attempt to use new structures or vocabulary
- F = unintelligible

Overall Grade: A=4; B=3; C=2, D=1, F=0; add up points and divide by 2.

Adapted from Claire Gaudiani, *Teaching Composition in the Foreign Language Curriculum*, Language in Education: Theory and Practice Series, no.43. Washington, DC: Center for Applied Linguistics, 1981.