

## English 1101 Exam (Part II) Performance Criteria: Essay

Performance Criteria	Level of Mastery		
	Excellent	Acceptable	Poor
<b>Purpose</b>	Thoroughly and completely responds to exam question, demonstrating strong understanding of original reading and critical awareness	Response to exam question is incomplete or partially inaccurate	Demonstrates little or no understanding of exam question or reading
<b>Argument: Overall Evaluation</b>	High level of analytical sophistication in the conception, execution, and presentation of the argument. Argument is complete, logical, and easy to comprehend; follows directions on what needs to be included in the essay and uses clear and logical supporting points.	High level of analytical sophistication in the conception of the argument. Execution and presentation of the argument may need work. Argument may be incomplete or not entirely logical but is easy for the reader to understand.	Argument is functional in its conception and may need significant work in its execution. Argument raises as many questions as it answers.
<b>Argument: Thesis</b>	Clearly and completely reflects the argument and structure of the paper	Attempts to reflect the argument of the essay but may need revision to clearly reflect the argument of the essay	Attempts to reflect the argument of the essay but is not clearly identifiable because it may be out of place or implied.
<b>Argument: Clear and Logical Use of Evidence</b>	Clearly and logically establishes key supporting points	Attempts to represent the supporting points but may be slightly inaccurate or incomplete and/or connections between supporting points and thesis could be clarified and improved	No clear connection between supporting points and thesis statement
<b>Textual Citation</b>	Includes appropriate use of textual evidence	Textual evidence is used, but there may be some confusion regarding use or formatting of quotations	No clear understanding of conventions of usage for textual evidence and/or no textual evidence used
<b>Paragraphs</b>	Excellent introduction and conclusion. Body paragraphs are focused, well developed and logically ordered.	Paragraphs need work regarding focus or development.	Does not adhere to the conventions of paragraphing.
<b>Clarity of Writing</b>	Can be read effortlessly; nearly error-free; clear mastery of sentence boundaries, subject/verb conjugation, and diction; Written in present tense and shows mastery of conventions of title and author referencing	Easily comprehensible but places demands on the reader to interpret intended meaning; Some errors in: sentence boundaries, subject/verb conjugation, diction, or conventions of title and author referencing	Not easily comprehensible ; Clear patterns of error in two or more of the following: sentence boundaries, subject/verb conjugation, diction, conventions of title and author referencing
<b>Voice</b>	Paper conveys immediately a sense of voice and the person behind the words. Clear attention and concern for audience.	May rely too heavily on passive voice; some concern for audience	Paper lacks distinct voice of writer