

**Guam Community College
Developmental Education
EN97: Basic English Level II
Essay Scoring Rubric**

Performance Level	Criteria Interpretation
4	Essay is very well-organized with a logical order of presentation. Writer presents the main idea clearly in a topic sentence and uses examples, explanations, facts, and evidence appropriately in supporting sentences. Paragraphs are unified and coherent with abundant transition words. Writer exhibits good writing skill by mixing simple, compound, complex, and compound-complex sentences in the essay. Scholarly vocabulary is used. Grammatical or mechanical errors are rare.
3	Essay is in essence well-organized and writing is logical. Main idea is clearly stated in a topic sentence. Although writer's use of supporting sentences are evident, they are vague and need to be clearer. Paragraph generally shows unity with few irrelevancies. Writer attempts to use a variety of sentence types in essay. Essay contains low-intermediate vocabulary. Existing grammatical or mechanical errors do not interfere with the intended message.
2	Essay organization is not fully-developed and lack coherence. Main idea in a topic sentence is not clearly expressed nor adequately supported by examples, explanations, or facts. Insufficient use of transition words causes paragraphs to appear not in unison. Essay comprises of mostly simple sentences with occasional attempts at sentence variety. Evidence of few intermediate-level vocabulary is used. Essay contains frequent grammatical or mechanical errors.
1	Writing is poorly organized and not in basic paragraph form. Main idea in a topic sentence is not clearly developed and adequately supported. Essay shows little to no paragraph unity. Transition words are either scarcely or incorrectly used. Essay contains excessive sentence fragments and lacks real meaning. Vocabulary is recurring and primarily elementary. Grammatical or mechanical errors such as spelling and punctuations make intended message difficult to understand.