

## Grade Description Writing

### IELI 2420: Writing From Academic Sources (Level 4)

#### Grade Descriptors

**A - Exceptional:** Essays are developed effectively and thoughtfully written with a clear thesis which is organized logically. Appropriate outside sources are used, paraphrased/cited and referenced correctly. Final drafts include few errors of grammar, vocabulary and mechanics, and display very effective cohesion and coherence. Errors do not interfere with comprehensibility.

**B - Above average:** Essays are developed and well written with a clear thesis which is organized logically, but not to the extent of a 4. Appropriate outside sources are used, paraphrased/cited and referenced correctly. Final drafts include few errors of grammar, vocabulary and mechanics and display very good cohesion and coherence. Errors rarely interfere with comprehensibility.

**C - Satisfactory:** Essays are developed and adequately written with a fairly clear thesis. Organization and/or language may have flaws, but generally shows control of essential syntax and core vocabulary. Appropriate outside sources are used, paraphrased/cited and referenced correctly. Final drafts include errors of grammar, vocabulary and mechanics and display good cohesion and coherence. Errors do not generally interfere with comprehensibility.

**D/F - Poor/Failing:** Essays are developed inadequately and may show serious weaknesses. They may not address the topic appropriately, or the grammar and vocabulary may be too limited to communicate the ideas accurately. An accumulation of errors in word form, word choice and syntax distracts the reader from the message.

### IELI 2320: Writing From Authentic Texts (Level 3)

#### Grade Descriptors

**A - Exceptional:** Student is able to successfully organize and develop essays consisting of multiple paragraphs. Student demonstrates knowledge of discourse features for introductory paragraphs. The student can generate a clear and specific thesis and several major supporting ideas. Major supporting ideas are developed with specific, concrete details and examples. Student provides effective transitions both within and between paragraphs. Concluding paragraphs are thoughtful and substantial and generally do more than merely repeat the thesis. Essays show increasing control of more complex syntactic structures. Student makes effective use of a variety of rhetorical modes. Student is not restricted to personalized evidence but is also able to adapt a more objective, impersonal stance. Final drafts include few errors in grammar, word form and mechanics.

**B - Above average:** Student is able to successfully organize and develop essays consisting of multiple paragraphs. Student demonstrates knowledge of discourse features for introductory paragraphs although student often can't find the appropriate starting point. The student can generate a fairly reasonable thesis and several major supporting ideas. The thesis might lack the elegance, economy, or specificity of an outstanding paper. Supporting paragraphs are well developed for the most part although not always equally well. Transitions are used both within and between paragraphs although the student's repertory may be limited. Concluding paragraphs are sometimes more abrupt than they should be. Errors in grammar and word form are not uncommon, but they do not usually interfere with comprehensibility.

**C - Satisfactory:** Student is able to organize and develop essays consisting of multiple paragraphs. Student has limited mastery of rhetorical modes and usually falls back on some version of listing (e.g. three reasons, three advantages, etc). Student has a general idea of the function of an introduction, but the introduction is often overdeveloped or underdeveloped. Thesis statements are evident although they are frequently somewhat lame. Supporting paragraphs are present although they are often developed in a vague way with few concrete, specific details or examples. Conclusions may be abrupt and usually seem merely perfunctory. Errors in grammar and word form are not uncommon, and they occasionally interfere with comprehensibility.

**D/F - Poor/Failing:** Essays are developed inadequately and may show serious weaknesses. They may not address the topic appropriately, or the grammar and vocabulary may be too limited to communicate the ideas accurately. An accumulation of errors in word form, word choice and syntax distracts the reader from the message.

### IELI 1220: Writing from Sources (Level 2)

#### Grade Descriptors

**A - Exceptional:** Paragraphs usually have a clear topic sentence and are well organized, with the main idea fully developed. They include a variety of sentence types. In particular, the student shows consistent development in the use of subordination. Student consistently uses a variety of appropriate transitional expressions to show the logical relationship between ideas. Student can use a variety of rhetorical modes. Final drafts include few errors in grammar, word form and mechanics.

**B - Above average:** The paragraph conveys a relatively coherent idea. It often begins with a topic sentence although the topic sentence may be vague or awkward. Paragraphs may not always develop the topic fully. There may not be enough supporting sentences and the conclusion may be weak or absent, but the main idea is not hard to understand, and it is at least partly developed. The student may make limited use of various sentence types. The student shows a limited mastery of subordinating conjunctions, conjunctive adverbs, and other transitional expressions, but may not always be able to select the correct word or expression. Student can use a variety of rhetorical modes. Errors in grammar and word form are not uncommon, but they do not usually interfere with comprehensibility.

**C - Satisfactory:** The paragraph conveys a relatively coherent idea, but the student may or may not be able to construct an appropriate topic sentence. Paragraphs may not always develop the topic fully. There may not be enough supporting sentences and conclusions are often omitted or merely perfunctory. There may be few attempts to go beyond simple or compound sentences. Use of transitions is limited to a few basic types (e.g. listing or chronological). Errors in grammar and word form are not uncommon, and occasionally they interfere with comprehensibility.

**D/F - Poor/Failing:** The student shows little ability to successfully perform organizational or rhetorical functions. Lack of control over vocabulary, sentence structure and grammar make it nearly impossible for the student to convey a coherent message.

### IELI 1120: Writing I (Level 1)

#### Grade Descriptors

**A - Exceptional:** Paragraphs have a clear topic sentence and are well organized, with the main idea fully developed. They include complete sentences with a variety of sentence types. Final drafts include few to no errors of grammar, vocabulary and mechanics.

**B - Above average:** Paragraphs have a clear topic sentence with the main idea fairly well developed although development may still seem less than complete. The student tries to use a variety of sentence types although the student may not demonstrate much control over compound or complex sentences and often does not recognize opportunities for coordination or subordination. Errors in grammar and word form are not uncommon, but they do not usually interfere with comprehensibility.

**C - Satisfactory:** The paragraph conveys a relatively coherent idea although the main idea is not always expressed in the form of a topic sentence. Paragraphs may not always develop the topic fully. There may not be enough supporting sentences and the conclusion may be weak or absent, but the main idea is not hard to understand,

and it is at least partly developed. The student may make limited use of various sentence types, preferring to repeat familiar patterns. Errors may occasionally interfere with comprehensibility.

**D/F - Poor/Failing:** Paragraphs are often incoherent with little evidence of organization. Vocabulary is inadequate to get much of any idea across. Other weaknesses include:

- off topic
- unfocused or illogical
- mass accumulation of errors in spelling, syntax, grammar, and mechanics