

**ENG 100 5 PARAGRAPH ESSAYS (PROCESS ANALYSIS & CAUSE and EFFECT)**

	<b>Exceeds expectations A (100) 5</b>	<b>Highly meets expectations B (83) 4.15</b>	<b>Partially meets expectations C (73) 3.65</b>	<b>Below expectations D (60) 3</b>	<b>Not attempted/Very poor F (50) 2.5</b>
<b>Introduction</b> (20 %)	The hook is catchy and there is adequate info to provide background for the topic. There is a well-focused thesis statement that introduces the essay and clearly addresses all elements of the writing prompt.	The hook exists but may not be very creative; the background info could have been more in depth. Thesis statement introduces the topic and the opinion of the author.	At least one introduction element is lacking or irrelevant. Readers can identify the purpose of the essay in the thesis, but it is not very clear.	At least two elements of the introduction are missing or totally off topic. Thesis doesn't introduce the topic.	There is no introduction paragraph, or none of the introduction elements are present.
<b>Support (Body paragraphs)</b> (40%)	Each body paragraph contains a topic sentence and provides relevant details. Body paragraphs contain well developed explanation, analysis, and discussion that demonstrate understanding.	Each body paragraph contains a topic sentence that is adequately supported by relevant concrete details. Essay contains some explanation, analysis and discussion that show understanding.	Topic sentence is stated in some body paragraphs. Supporting details are relevant, but some key issues are unsupported. Support for the thesis statement is weak. Essay does not contain enough explanation or analysis.	Topic sentences are weak. Supporting details are unclear or not related to the topic. Thesis statement lacks proof. Essay contains explanation, analysis or discussion that is not correct / off topic.	No topic sentence OR no concrete details are present. The paragraph contains no facts, details, or examples. No attempt to explain, or analyse the information it presents.
<b>Conclusion</b> (20%)	Conclusion is effective and gives readers a sense of closure; restates the thesis and gives a creative personal opinion.	Conclusion provides a sense of closure, but personal opinion is not creative, or it is not restated adequately.	The conclusion is logical, but it does not provide closure for the essay. No creative personal opinion.	Conclusion exists, but it brings up a new topic, or doesn't sum up the essay effectively. It lacks personal opinion.	There is no clear conclusion; the paper just ends.
<b>Vocabulary (including transitions)</b> (10%)	Uses a range of academic words and phrases accurately. The choice and placement of words is accurate. Transitions vary and are used appropriately.	There is evidence of academic vocabulary as well as correct transitions. The choice and placement of words is mostly accurate; 3-4 minor errors may exist.	There is some evidence of academic vocabulary, but the writing lacks variety. Transitions may be awkward in 1-2 paragraphs. There may be 5-6 word choice errors.	The academic vocabulary is limited. The author makes 7-10 errors in word choice that interfere with understanding. Transitions are incorrect in 3-4 paragraphs.	There is no evidence of academic vocabulary. Errors in word choice make sentences unreadable (more than 10). Transitions don't exist or are not used correctly.
<b>Use of English and Mechanics</b> (10%)	All sentences are well constructed and have varied structure. Punctuation is used accurately. The author makes no or 1-2 minor errors in grammar; there are very few typos in spelling.	Most sentences are well constructed, except for 3-4 minor errors, and have varied structure. Punctuation and spelling are mostly accurate (max 3 errors). The author makes no more than 3-4 errors in grammar and mechanics, and they do not interfere with understanding.	The majority of sentences are simple. Max five sentences may be ill- constructed. The author makes max five errors in grammar, punctuation and spelling that may interfere with understanding.	More than five sentences sound awkward, are repetitive, or are difficult to understand. Spelling and punctuation errors (max 10) impede understanding.	The essay is unreadable because of errors in grammar (more than 10). Errors in spelling, capitalization or punctuation make the text difficult to read.