

Gulf University for Science and Technology-Academic English (ENGL 100)- Academic essay marking rubric

	Excellent 100	Very good 85	Good 70	Needs improvement 55	Inadequate 40
Task 25%	<ul style="list-style-type: none"> • The essay addresses all requirements of the task: <ul style="list-style-type: none"> ○ Prompt ○ word limit ○ format 	<ul style="list-style-type: none"> • The essay mostly addresses the requirements of the task <ul style="list-style-type: none"> ○ Prompt ○ word limit ○ format 	<ul style="list-style-type: none"> • The essay addresses only some parts of the task requirements <ul style="list-style-type: none"> ○ Prompt ○ word limit ○ format 	<ul style="list-style-type: none"> • Most task requirements are missing <ul style="list-style-type: none"> ○ Prompt ○ word limit ○ format 	<ul style="list-style-type: none"> • All task requirements are missing: <ul style="list-style-type: none"> ○ Prompt ○ word limit ○ format
Organisation 25%	<ul style="list-style-type: none"> • The text can be followed with ease throughout. • Highly effective and coherent essay level organisation. • All paragraphs develop clear ideas with full topic unity, and all supporting information is logically arranged. 	<ul style="list-style-type: none"> • The text can generally be followed with ease. • Coherent essay-level organisation. • Paragraphs have clear controlling ideas logically arranged 	<ul style="list-style-type: none"> • The text can be followed with little difficulty. • Broadly coherent essay-level organisation. • Paragraphs have clear controlling Ideas but may lack unity at or may be slightly repetitive or contain minor errors but do not cause strain to the reader. 	<ul style="list-style-type: none"> • The text is often difficult to follow. • Organisation into paragraphs has been attempted but may be incoherent • Paragraphs may lack clear controlling ideas; inappropriate ordering of information distracts the reader. 	<ul style="list-style-type: none"> • The text is extremely difficult to follow. • Little/no attempt to organise the work into paragraphs • Paragraphing often missing and/or contain unconnected information often impede communication.

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Grammar 25%	<ul style="list-style-type: none"> • A wide range of sentence structures and grammatical structures are used with precision and complexity. • Grammatical errors do not occur. • Punctuation and capitalisation are used without error. 	<ul style="list-style-type: none"> • A range of sentence structures and grammatical structures are used with control. • Grammatical errors are rare and do not detract from meaning. • Punctuation and capitalisation are used with control; minor errors may occur. 	<ul style="list-style-type: none"> • Simple/complex sentences are formed with few mistakes • Grammatical errors, e.g., run-ons or fragments may occur that may cause minor reading difficulty. • A few punctuation/capitalisation errors, but do not impede communication. 	<ul style="list-style-type: none"> • Simple sentences are sometimes correctly formed; complex sentences often/always inaccurate. • Grammatical errors cause significant reading difficulties and obscure meaning. • Many punctuation/capitalisation errors occur and may impede communication. 	<ul style="list-style-type: none"> • Some basic grammar is produced, but complete sentences are rarely correct. • Density of grammatical errors distorts meaning. • Little/no control over punctuation/capitalisation.
Vocabulary 25%	<ul style="list-style-type: none"> • Register and style are fully appropriate. • Word choice is sophisticated and conveys precise meaning. • Word forms and spelling are accurate throughout 	<ul style="list-style-type: none"> • Register and style are appropriate. • Word choice is accurate though occasional minor errors may occur. • Word forms and spelling are accurate with only minor errors which never detract from meaning. 	<ul style="list-style-type: none"> • Register and style are generally appropriate. • Word choice may be inaccurate at times but do not impede communication. • Errors in word form/spelling occur, but do not impede communication. 	<ul style="list-style-type: none"> • Register and style not always successful. • Word choice may be inaccurate, and errors occur and may impede communication. • Errors in word forms and spelling may impede communication. 	<ul style="list-style-type: none"> • Register and style almost always inappropriate. • Word choice inadequate for the task; errors appear in most sentences and often impede communication. • Frequent word form/spelling errors which often impede communication.

Important Notes:

To achieve the score in a band, ALL bullet points in the band descriptor MUST be achieved. If a student achieves all the required bullet points in a band, and also one or more points from a higher band, additional point may be manually added by the teacher but not the full higher band.

Students should be expected to achieve *Good* and above to demonstrate that they have achieved the learning objectives for that task.