

ESL 273 Portfolio Scoring Guide

HIGH PASS

A majority of the portfolio displays **clear competence**, both at the rhetorical and syntactic levels.

Ideas

- Clear understanding of readings and essay topics.
- Strong awareness of what the reader needs to know about the topic.
- Clear ability to respond critically to experiences and ideas.
- All essays state or imply a clear and appropriate student thesis.

Organization

- All essays have a cohesive structure which supports a controlling central idea/thesis.
- Clear sequential relationships between supporting ideas and thesis.
- All essays contain focused, cohesive paragraphs.

Development

- All essays develop a thesis logically and fully, with substantive content and relevant, specific examples.
- All essays clearly and consistently explain the relationship between examples and ideas.
- Clear evidence of strong synthesis, argumentation, analysis and/or problem solving skills.

Language

- Shows advanced knowledge of English in usage, vocabulary, sentence structure, and complex verb tenses—demonstrates consistent sentence complexity and variety.
- Demonstrates linguistic fluency with some minor errors in determiners, prepositions, punctuation, verb tense, and spelling.

PASS

A majority of the portfolio displays **adequate competence**, both at the rhetorical and syntactic levels.

Ideas

- Basic understanding of readings and essay topics.
- Most essays show some awareness of what the reader needs to know about the topic.
- Most essays show an adequate ability to respond critically to experiences and ideas
- Most essays state or imply a clear and appropriate student thesis

Organization

- Most essays show a cohesive structure which supports the controlling central idea/thesis
- Most essays are generally well-organized.
- Most essays include a sequential relationship between supporting ideas and thesis
- Generally focused, cohesive paragraphs

Development

- Adequately develops a thesis logically and fully, with substantive content and relevant examples although development may be thin at times.
- Usually explains the relationship between examples and ideas, albeit not consistently.

- Across the portfolio, writing shows evidence of synthesis, argumentation, analysis and/or problem solving skills.

Language

- Demonstrates a basic knowledge of English in usage, vocabulary, sentence structure, and verb tense—limited sentence complexity and variety
- May contain some errors in determiners, prepositions, punctuation, verb tense, and spelling, but errors generally do not impair meaning

NO PASS

A majority of the portfolio displays **inadequacy** either at the rhetorical or the syntactic level, or both, thus lacking the characteristics of the passing portfolios.

Ideas

- Limited understanding of readings and essay topics.
- Limited awareness of what the reader needs to know about the topic.
- Most essays show minimal ability to respond critically to experiences and ideas
- Some essays may not state or imply a clear and appropriate student thesis

Organization

- Most essays lack a cohesive structure which supports the controlling central idea/thesis.
- Most essays are generally not well-organized.
- Uneven or superficial relationship between supporting ideas and thesis.
- Paragraphs may consistently not be cohesive or focused.

Development

- Essays often do not develop a thesis logically and fully, with substantive content and relevant examples; examples may be few, with minimal or superficial explanations of what the ideas demonstrate.
- Across the portfolio, writing does not show synthesis, argumentation, analysis and/or problem solving skills; often large sections of summary, narrative, and/or description are offered to develop ideas.

Language

- Demonstrates limited knowledge of English in usage, vocabulary, sentence structure, and verb tense—very limited sentence complexity and variety
- May contain frequent errors in determiners, prepositions, punctuation, verb tense, and spelling, many of which may impair meaning