

# ENG 101 Academic Assessment: Primary Trait Analysis

Paper # \_\_\_\_\_

Assessor # \_\_\_\_\_

Students who complete ENG 101 successfully can demonstrate the following:

- A. Essay has a clear thesis.
  - 1. Essay has an excellent thesis that is clear and well stated.
  - 2. Essay has a good thesis that is clear, if not well stated.
  - 3. Essay has a fair thesis that is not completely specific.
  - 4. Essay has a vague thesis that is too general.
  - 5. Essay has no thesis.
  
- B. Essay supports and develops a topic/thesis.
  - 1. Essay supports/develops thesis very effectively.
  - 2. Essay supports/develops thesis, but only adequately.
  - 3. Essay has some support not related to the thesis **or** does not develop the support thoroughly.
  - 4. Essay has little support that is related to the thesis **and** does not develop the support thoroughly.
  - 5. Essay has little that supports or develops the thesis.
  
- C. Essay is clearly organized.
  - 1. Essay has excellent organization. Essay flows in a logical way and is presented in an interesting way.
  - 2. Essay has a clear, if not appropriate, organization.
  - 3. Essay's organization has a number of weak areas that break the logical flow of the essay.
  - 4. Essay's organization has many weaknesses that break the logical flow of the essay.
  - 5. Essay has no clear organization.
  
- D. Essay has excellent analysis and critique of subject matter.
  - 1. Essay has excellent analysis and critique of subject matter.
  - 2. Essay has good analysis and critique of subject matter.
  - 3. Essay has a fair analysis and critique of subject matter.
  - 4. Essay has a poor analysis and critique of subject matter.
  - 5. Essay has no real analysis or critique of subject matter.
  
- E. Essay has a good use of transitions between sentences and paragraphs.
  - 1. Essay uses transitions between sentences and paragraphs well. Paper flows from one idea to the next.
  - 2. Essay may have some lack of transitions between sentences and paragraphs. One or two areas in the paper do not flow well.
  - 3. Essay has a number of weak transitions between sentences and paragraphs. A number of areas in the paper are jarring and/or incoherent.
  - 4. Essay has few transitions between sentences and paragraphs. Almost no use of transitions to help the paper flow well.
  - 5. Transitions are not used to help the flow of the paper.

F. Essay demonstrates a specific purpose and audience through use of tone and style (i.e. uses the words and style of the discipline).

1. The essay exhibits recognition of a specific audience and purpose and demonstrates sophistication of tone and style appropriate for a specific audience and purpose.
2. The essay exhibits recognition of a specific audience and purpose but may not demonstrate much sophistication of tone and style appropriate for a specific audience and purpose.
3. The essay exhibits recognition of a specific audience and purpose but has a tone and/or style that do not always work for that specific audience and purpose.
4. The essay exhibits only a general understanding of a specific audience and purpose; and/or tone and style are poor for the intended audience and purpose.
5. The essay exhibits no recognition of audience and purpose.

G. Essay demonstrates sentence complexity and appropriate word choice.

1. Essay exhibits excellent level of sentence complexity and word choice.
2. Essay exhibits good level of sentence complexity and word choice.
3. Essay exhibits fair level of sentence complexity and word choice.
4. Essay exhibits poor level of sentence complexity and word choice.
5. Essay exhibits a substandard level of sentence complexity and word choice.

H. Essay demonstrates a command of grammar and punctuation.

1. Essay has few minor errors and none that distract the reader or hamper meaning.
2. Essay has some minor errors and/or a few to no major errors but none that distract the reader or hamper meaning.
3. Essay has many minor errors and/or a few major errors that distract the reader and a few that hamper meaning.
4. Essay has many minor errors and/or many major errors that distract the reader and hamper meaning.
5. Essay has a large number of both types of errors. Errors make understanding essay difficult to impossible.

**Minor:** Errors that could be overlooked by a reader or that do not hamper the understanding of the sentence. These might include incorrect end punctuation (for example, a period instead of a question mark), a missing capital, or a missing comma with an introductory phrase. Minor errors are a distraction, but they usually do not hamper the reader from understanding the writing.

**Major:** Errors that hinder the correct reading of the writing. Wrong words, misplaced modifiers, incorrectly used commas can all be major errors if they make meaning ambiguous and unclear. A number of minor errors in one sentence or a group of sentences can make the reading incomprehensible, and thus these errors become a major error.

I would give this essay a grade of \_\_\_\_\_.

Do you base this grade largely on the above criteria?      Yes      No

**If other criteria were important, please list briefly.**