## Table of Contents

1. How to cite the Genre-Based Literary Analysis Essay Scoring Rubric? ............. 1
2. What is Genre-Based Literary Analysis Essay Scoring Rubric? ....................... 1
3. Who is GLAESR intended for? ...................................................................... 1
4. What does a short literary analysis essay look like? ...................................... 1
5. Rhetorical Structure of Literary Analysis Essays .......................................... 2
6. What does a “good” literary analysis essay look like? .................................... 3
7. What does a “mediocre” literary analysis essay look like? .............................. 4
8. What does a “poor” literary analysis essay look like? ..................................... 6
9. Scoring with GLAESR ................................................................................ 8

Genre-Based Literary Analysis Essay Scoring Rubric ...................................... 9
1. How to cite the Genre-Based Literary Analysis Essay Scoring Rubric?

2. What is Genre-Based Literary Analysis Essay Scoring Rubric?
Genre-Based Literary Analysis Essay Scoring Rubric (GLAESR) is an analytical scoring rubric that is intended to measure the mastery of literary analysis essay as a genre among undergraduate students of English Language Teaching who speak English as a foreign language.

The rubric divides the literary analysis essay into 7 sections as background information, thesis statement, presenting arguments, supporting arguments, concluding arguments, consolidation and stating opinions in 3 main parts, thesis (introduction), argument (main body) and conclusion. The score range of the rubric is 0-100.

3. Who is GLAESR intended for?
GLAESR is an assessor oriented rubric. Therefore, it is intended for use by instructors, teachers and professors who assess short literary analysis essays written by undergraduate students.

4. What does a short literary analysis essay look like?
What is meant by a short literary analysis essay is an essay whose structure is similar to the five-paragraph essay including an introduction with the main idea, a main body that further develops that main idea and a conclusion which finalizes it.

The essays are typically required to discuss how a particular theme is dealt with in a given literary work and/or why they are handled in the way they are handled in an argumentative and expository way, referring to historical facts if needs be. Essay topics may also include character analyses or comparisons, again in the argumentative-expository style. The essays are typically 300 – 800 words. Depending on the essay question/prompt and the arguments developed by the writer, they may consist of 3 to 6 - 7 paragraphs.
A previous genre analysis study by Uzun (2016)\textsuperscript{1}, which is also the basis of GLAESR, shows that the literary analysis essays written by the undergraduate students within the research context follows a rhetorical sequence of providing background information about the literary work, answering the essay question through a thesis statement, drawing points from the thesis to present, support and conclude arguments, consolidating the thesis and stating personal opinions. At this point, it should be noted that the rhetorical structure of the literary analysis essays in this particular context highly resembles the rhetorical structure in argumentative essays as proposed by Hyland (1990)\textsuperscript{2}.

Briefly put, a short literary analysis essay within the research context means an argumentative/expository essay that is 300-800 words and 3-7 paragraphs long, discussing certain themes and/or characters in a given literary work with reference to its period.

5. Rhetorical Structure of Literary Analysis Essays

As mentioned above, the literary analysis essay consists of an introduction (thesis), main body (argument) and conclusion. In introduction, the writer provides background information about a literary work and states his/her thesis which is a direct response to the essay question/prompt. In the main body, the writer typically develops several points from the thesis statement and presents, supports and concludes them. In this part, the writer repeats the present-support-conclude sequence for each one of the arguments to present each argument in a separate paragraph. Then, to conclude the essay, the writer consolidates the thesis statement (main idea) by rephrasing and restating it with the help of the arguments provided in the main body. Following the consolidation, the essay is closed by stating a personal opinion, suggestion or prediction which helps the reader reconsider the main idea and gives the reader a sense of closure. A summary of the rhetorical structure of the literary analysis essay can be found below:

1. THESIS (Introduction)
   a. Presenting background information: Name, author, period and significance of the literary work.
   b. Stating the thesis: The main idea of the essay / the answer to the essay question.

\textsuperscript{1} Uzun, K. (2016). Developing EAP skills through genre-based instruction: An action research. \textit{IJERS}, 7(2), 25-38

2. ARGUMENT (Main Body) – Repeated as the number of arguments
   a. Presenting the argument: An argument related to the thesis statement
   b. Supporting the argument: Supporting example(s) to justify the argument.
   c. Concluding the argument: Finalizing the argument with a concluding sentence.

3. CONCLUSION
   a. Consolidation: Rephrasing the main idea to confirm it for the last time.
   b. Stating opinions: Adding personal remarks to close the essay.

6. What does a “good” literary analysis essay look like?

   As defined above, a good literary analysis essay within the research context is one which is
   300-800 words long, provides background information, answers the essay question, develops
   arguments to support the answer and concludes the essay by consolidating the thesis and stating
   opinions. A sample essay which successfully follows the aforementioned rhetorical structure is
   provided below with rhetorical move notations in parantheses. The essay is 405 word, 4
   paragraphs long and uses 2 arguments to support its thesis. Notice how rhetorical moves smoothly
   follow one another using the language appropriately without digressing from the essay question.

<table>
<thead>
<tr>
<th>Essay Question: How does Jane Austen represent the concept of love in Pride &amp; Prejudice? Discuss.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(BACKGROUND) Pride and Prejudice is a novel which was written by Jane Austen and published in 1813 for the first time. The novel can be considered a romantic one although it contains neo-classical elements, too. It is the author's most successful and impressive work that still maintains its significance and popularity for modern readers. The story is about Bennet girls' relationships, but mainly focuses on the relationship between Elizabeth and Darcy. (/BACKGROUND) (THESIS) The novel explains the theme of love through relationships in two different perspectives as pragmatic and romantic love. (/THESIS)</td>
</tr>
<tr>
<td>(ARGUMENT -1) Firstly, pragmatic view of love can be seen in Charlotte's decision to marry Mr. Collins. (/ARGUMENT - 1) (SUPPORT - 1) In those times' English society, most of the people didn’t see love as the main goal for marriage but finding someone capable of supporting you financially. Because of the unequal laws, women felt like they had to marry someone who they</td>
</tr>
</tbody>
</table>

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3 Note: A slash (/) followed by the name of a move in brackets marks the end of a move. For instance, the beginning of the thesis statement is noted by (THESIS) while the point where it ends is marked by (/THESIS).
didn’t really love in a romantic way but acted like they did. In the novel, Charlotte herself also believes in romantic love but she doesn't want to risk her life waiting for such an impossible thing. So, she decides to lower her standards and marry Mr. Collins to ensure her future in a financial way. Her choice is affected by her concerns which arise from that time's society's social inequality. (/SUPPORT - 1) (CONCLUDE - 1) To guarantee her future, she makes the choice of pragmatic love. (/CONCLUDE - 1) 

(ARGUMENT - 2) Romantic view of love is explained through Elizabeth Bennet. She values love more than material stuff. She never considers a marriage which is not based on true love. (/ARGUMENT - 2) (SUPPORT - 2) For example, when Mr. Collins proposals to Elizabeth, she refuses without hesitation. Marrying him could be really pragmatic but she doesn't accept because she doesn't love him. And she also knows that Mr. Collins doesn't love her too, he only cares about getting married and finding a suitable wife. In Darcy's first proposal, she refuses him, too. But as time goes by and they start to know each other further and further, misunderstandings between them are cleared. So, in Darcy's last proposal, Elizabeth accepts because she realizes that she loves him. (/SUPPORT - 2) (CONCLUDE - 2) So, she chooses romantic love and refuses to give in her independence to social situation of the society. (/CONCLUDE - 2) 

(CONSOLIDATE) To conclude, Austen represents love through Elizabeth's choice of true love and the pragmatic choice of Charlotte. (/CONSOLIDATE) (OPINION) It can be said that Elizabeth's choice shows us that it is not always necessary for a woman to become pragmatic like Charlotte. We shouldn't look for love based on money because love determines the shape of our lives and makes us who we are. (/OPINION) 

7. What does a “mediocre” literary analysis essay look like?

A mediocre literary analysis essay in the present context may highly resemble a “good” essay with a length of 300-800 words and 3-7 paragraphs. Overall, the essay demonstrates a response to the essay question, including some relevant details although it lacks some others. However, the script typically leaves the reader with the impression of some issues in organization or initial outlining with run-on arguments which are presented before the previous one is properly supported and concluded. There are usually at least a few points digressing from the actual essay topic. The language is fairly understandable but accuracy and appropriacy issues exist. A sample essay with those qualities is provided below.
**Essay Question:** How does Jane Austen represent the concept of love in Pride & Prejudice? Discuss.

**(BACKGROUND)** Pride and Prejudice is one of the novels written by Jane Austen in the Romanticism period of time in 1796-1797. This novel is important because it shows how class distractions affect society and cause misjudges and prejudice. This book begins with news about Bingley, who is a wealthy gentleman from upper class, and his family’s coming to Netherfield Park and Mrs. Bennet’s wish him to get married with one of her daughters. *(BACKGROUND)*

**(THESIS - 1)** Through the novel, the author expresses love and pride contrast with each other while Jane and Bingley’s love as well as Elizabeth and Darcy’s love. *(THESIS - 1) (THESIS - 2)*

In general, the theme of love is given two aspects: which are lovers overcome to obstacles and true love. *(THESIS - 2)*

**(ARGUMENT - 1)** First of all, Elizabeth and Darcy have prejudices against each other and misunderstand. That’s why one of obstacles is themselves. *(ARGUMENT - 1) (SUPPORT - 1)*

In the novel, they judge each other and Elizabeth blames Darcy for inheritance of Wickham who is laying her. *(SUPPORT – 1) (ARGUMENT - 2)* However, when they start to talk and open their hearts they realize that they are misunderstanding each other. *(ARGUMENT - 2) (SUPPORT - 2)*

**(ARGUMENT - 3)** For instance, Darcy proposes to Elizabeth and she blames him being arrogant then Darcy send a letter which explains everything finally Elizabeth starts to open her heart to him. *(SUPPORT - 2) (ARGUMENT - 3)*

**(ARGUMENT - 4)** Another obstacle is Lady’s Catherine who wants Darcy to get married with her sick daughter. *(ARGUMENT - 3) (SUPPORT - 3)* For example, she threatens Elizabeth to not marry with Darcy while she is trying to hurt Elizabeth’s pride after she hears Darcy’s wish to marry with Elizabeth. But Elizabeth does not say anything about it and then accepts Darcy’s proposal. *(SUPPORT - 3)*

**(ARGUMENT – 4)** From another aspect, Jane and Bingley fall in love with each other at first sight and their love does not reduce even at once. *(ARGUMENT – 4) (SUPPORT – 4)* For instance, Miss Bingley sends a letter which says Bingley will not come back to Netherfield Park and he does not talk about her to Jane. But after a while Bingley comes to Netherfield Park and propose to Jane. *(SUPPORT – 4) (ARGUMENT – 5)*

**(ARGUMENT – 5)** On the other hand, Elizabeth and Darcy’s love overcomes prejudices and misjudgements. *(ARGUMENT – 5) (ARGUMENT – 6)* But the most important thing is both love overcome class distractions and society. *(ARGUMENT – 6) (SUPPORT – 6)* For example, Bingley and Darcy get married with Jane and Elizabeth who are
lower class than them and do not think about what their relatives and society say. (/SUPPORT – 6)

(CONSOLIDATE) The entire story was thought, all lovers show their affections and love differently and overcome obstacles with trying. (/CONSOLIDATE) (THESIS – 3) The novel expresses love and pride relationship under the romanticism effect. (THESIS – 3) (OPINION) This novel shows that if you find true love and feel it, your pride will not defeat your love and even if you try to protect yourself from love, your heart will not listen to you and your brain. In this matter, this novel is one of the significant works in romanticism period. (/OPINION)

8. What does a “poor” literary analysis essay look like?

A literary analysis essay in the present context can be evaluated to be poor in several ways. The first and a quite typical type of poor essay is one that lacks a sufficient amount of content to be assessed. A script that has severe organization and accuracy problems which makes the reader unable to understand the text can also be considered poor regardless of its length. In the case of the literary analysis essays, narrating the storyline of a particular literary work without any effort to focus on the essay question is also considered problematic performance (Hinkel, 2002)⁴. A sample which falls into this category of problematic essays is provided below.

**Essay Question:** How does Jane Austen represent the concept of love in Pride & Prejudice? Discuss.

In book there is a family called Bennet, which have 5 single daughter. In fact they are rich but they haven't any son, so their heritage bequested to Mr. Bennet’s nephew. All Mr. And especially, Mrs. Bennet want give their daughters in marriage to rich men. Thus, their poverty ends.

Mr. Bingley rent a house next to their house. Mr. Bennet that heard his moving home news, already has gone to by his side to meet him. Mr. Bingley invite them to ball. When they go to ball, Mrs. Bennet introduce her daughter and Mr. Bingley like her the oldest daughter, Jane. He is dancing with her whole ball. At the same time, Mr. Bingle’s friend, Mr. Darcy is known as arrogant. He starts to love Elizabeth.

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Jane and Mr. Bennet’s friendship continues and Mr. Bennet invite her to home. While she goes to in rainy weather, she wet and she got cold until she get better, she stays at his home. Elizabeth wants to see her sister and she also goes to there. When return their home, their cousins, inheritor Mr. Collins come to talk with Jane but he hears that she will marry soon so he decide to marry with Elizabeth. Elizabeth refuses his offer because she fall in love with Mr. Darcy. Mr. Darcy has to marry with someone because he is ecclesiastics and his boss force him. He marry with Elizabeth’s the best friends. Elizabeth hears from her and she visit their home by courtesy. When she is at there, Mr. Collins’s boss invite all to own home. In invitation, she meet with Mr. Darcy. In fact, Mr. Darcy is nephew of Lady Catherine, Mr. Collins’s boss. Lady Catherine insult Elizabeth lack of talent. Then, Mr. Darcy suddenly makes a proposal to Elizabeth and is refused. That’s why she knows that Mr. Darcy thinks her family love money and her sister wants to marry with Mr. Bingles for his money and he destroys their friendship. They discuss but later he sends a letter to tell truths.

Miss Bennet, Lydia, secretly marry with soldier Mr. Wickham. He is known for doing everything for money. The couple isn’t found and all family scares this news is heard. Mr. Darcy find but everyone knows her uncle do. When Elizabeth learn that and she forgives Mr. Darcy. At the same time, Mr. Bingles visit Mrs. Bennet and explain to Jane that he loves her and he ask her whether she wants to marry with himself. She accepts. While her family celebrate this good event, Lady Catherine comes to their home at night and she wants to talk with Elizabeth alone. She tells that she never allow her to marry with own nephew Mr. Darcy and she says he is fiance with her daughter. Elizabeth dismisses her because of her words. One day, while Elizabeth and Mr. Darcy is walking, he again explain his emotions are the same and Elizabeth shows she falls in love and they get marry.
9. Scoring with GLAESR

GLAESR measures the mastery of literary analysis essay as a genre as the sum of performance in 7 rhetorical moves, each one of which is divided into 5 performance levels. The highest score that can be given to a literary analysis essay using GLAESR is 100 and the lowest is 0. The minimum and maximum scores for each section and performance descriptor, which were determined through 3 Delphi rounds with 4 experts, is provided in the table below.

Table 1. Score Distributions of GLAESR

<table>
<thead>
<tr>
<th>Rhetorical Move</th>
<th>1st level (WORST)</th>
<th>2nd level</th>
<th>3rd level</th>
<th>4th level</th>
<th>5th level (BEST)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Background information</td>
<td>0-3</td>
<td>4-6</td>
<td>7-9</td>
<td>10-12</td>
<td>13-15</td>
</tr>
<tr>
<td>Thesis statement</td>
<td>0-3</td>
<td>4-6</td>
<td>7-9</td>
<td>10-12</td>
<td>13-15</td>
</tr>
<tr>
<td>Presenting arguments</td>
<td>0-2</td>
<td>3-4</td>
<td>5-6</td>
<td>7-8</td>
<td>9-10</td>
</tr>
<tr>
<td>Supporting arguments</td>
<td>0-4</td>
<td>5-8</td>
<td>9-12</td>
<td>13-16</td>
<td>17-20</td>
</tr>
<tr>
<td>Concluding arguments</td>
<td>0-2</td>
<td>3-4</td>
<td>5-6</td>
<td>7-8</td>
<td>9-10</td>
</tr>
<tr>
<td>Consolidating the thesis</td>
<td>0-3</td>
<td>4-6</td>
<td>7-9</td>
<td>10-12</td>
<td>13-15</td>
</tr>
<tr>
<td>Stating opinions</td>
<td>0-3</td>
<td>4-6</td>
<td>7-9</td>
<td>10-12</td>
<td>13-15</td>
</tr>
</tbody>
</table>

As seen in Table 1, providing background information, stating the thesis, consolidating the thesis and stating opinions can be scored between 0-15 points each. Presenting and concluding arguments, on the other hand, can be assigned scores between 0-10. The highest percentage of total score is taken up by the supporting arguments move, which can be between 0-20.

In order to allow for finer scoring, each descriptor is given more than a single scoring point. For instance, if a rater evaluates a thesis statement to fall into the higher end of 2nd level performance, it is possible to assign a score of 6 to indicate that the performance is at a point that is in the 2nd level but very close the 3rd. Similarly, in the opposite case, it is also possible to indicate that the thesis statement falls into the lower end of 2nd level performance by assigning a score of 4.

NOTICE: A score of 0 should be assigned only when a rhetorical move is not present in the essay.
## Genre-Based Literary Analysis Essay Scoring Rubric

### PART I. THESIS (Introduction)

<table>
<thead>
<tr>
<th>Category</th>
<th>0-3</th>
<th>4-6</th>
<th>7-9</th>
<th>10-12</th>
<th>13-15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Background Information (name, author, period and significance of the literary work)</td>
<td>Largely incomplete or inaccurate information in a single sentence. No contribution to paragraph development. Confusing, obscure and informal style. Very weak use of vocabulary, linking &amp; transition words and recurrent errors in grammar, spelling and punctuation. OR no background information is present.</td>
<td>Largely incomplete or inaccurate information. Presented in a single sentence. Hardly contributes to paragraph development. Predominantly confusing, obscure and informal style. Mostly weak and erroneous use of vocabulary, grammar, linking &amp; transition words, spelling and punctuation.</td>
<td>Fairly complete and accurate information mainly in separate sentences which fairly contribute to paragraph development. Occasional incoherent points. Moderately clear, brief and formal style. Moderate accuracy and appropriacy in the use of vocabulary, grammar, linking &amp; transition words, spelling and punctuation.</td>
<td>Largely complete and accurate information in separate sentences which somewhat contribute to paragraph development. Mainly clear, brief and formal style. Mostly appropriate use of advanced vocabulary, grammar, linking &amp; transition words, spelling and punctuation with several errors.</td>
<td>Complete and accurate information in separate sentences which contribute to paragraph development. Clear, brief and formal style. Appropriate use of advanced vocabulary, grammar, linking &amp; transition words, spelling and punctuation with almost no errors.</td>
</tr>
<tr>
<td>Thesis Statement</td>
<td>Does not suggest the direction of the essay. Lacks points to develop arguments from and connection with the rest of the essay. Neither answers the essay question nor grabs reader’s attention by providing a summary of the main idea. Either too general or too specific. Confusing, obscure and informal style. Very weak use of vocabulary, linking &amp; transition words and recurrent errors in grammar, spelling and punctuation. OR no thesis statement is present.</td>
<td>Only slightly suggests the direction of the essay. Largely lacks points to develop arguments from and connection with the rest of the essay. Only marginally answers the essay question and grabs the attention of the reader by providing an incomplete summary of the main idea. Largely general or specific. Predominantly confusing, obscure and informal style. Mostly weak and erroneous use of vocabulary, grammar, linking &amp; transition words, spelling and punctuation.</td>
<td>Fairly suggests the direction of the essay. May partially lack points to develop arguments from or connection with the rest of the essay. Answers the essay question with moderate relevance and sufficiency. Slightly too general or too specific. Grabs reader’s attention in part by providing a partially complete summary of the main idea. Moderately clear, brief and formal style. Moderate accuracy and appropriacy in the use of vocabulary, grammar, linking &amp; transition words, spelling and punctuation.</td>
<td>Largely suggests the direction of the essay with a few points to develop arguments from. Generally connected to the rest of the essay. Answers the essay question mostly relevantly and sufficiently. Mainly not too general or too specific. Somewhat grabs reader’s attention by providing a largely complete summary of the main idea. Mainly clear, brief and formal style. Mostly appropriate use of advanced vocabulary, grammar, linking &amp; transition words, spelling and punctuation with almost no errors.</td>
<td>Clearly suggests the direction of the essay with a few points to develop arguments from. Connected to the rest of the essay. Answers the essay question relevantly and sufficiently. Neither too general nor too specific. Grabs reader’s attention by summarizing the main idea. Clear, brief and formal style. Appropriate use of advanced vocabulary, grammar, linking &amp; transition words, spelling and punctuation with almost no errors.</td>
</tr>
</tbody>
</table>

### PART II. ARGUMENT (Main Body)

<table>
<thead>
<tr>
<th>Category</th>
<th>0-2</th>
<th>3-4</th>
<th>5-6</th>
<th>7-8</th>
<th>9-10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presenting Arguments</td>
<td>None of the arguments serve to answer the essay question or use the points mentioned in the thesis statement, failing to signal initial outlining. Arguments are presented in the same paragraph in an over-general way. Confusing, obscure and informal style. Very weak use of vocabulary, linking &amp; transition words and recurrent errors in grammar, spelling and punctuation. OR no argument is presented.</td>
<td>Arguments only slightly serve to answer the essay question, are largely general and seldom use the points mentioned in the thesis statement, mostly failing to signal initial outlining. Most arguments are not properly organized into paragraphs. Predominantly confusing, obscure and informal style. Mostly weak and erroneous use of vocabulary, grammar, linking &amp; transition words, spelling and punctuation.</td>
<td>Arguments fairly serve to answer the essay question and moderately use the points mentioned in the thesis statement, partially signalling initial outlining. Some of the arguments may not be organized into separate paragraphs. Moderately clear, brief and formal style. Moderate accuracy and appropriacy in the use of vocabulary, grammar, linking &amp; transition words, spelling and punctuation.</td>
<td>Arguments largely serve to answer the essay question and mainly use the points mentioned in the thesis statement, signalling initial outlining. Most arguments are organized into separate paragraphs. Mainly clear, brief and formal style. Mostly appropriate use of advanced vocabulary, grammar, linking &amp; transition words, spelling and punctuation with several errors.</td>
<td>Arguments serve to answer the essay question and use the points mentioned in the thesis statement, signalling initial outlining. Each argument is organized into a separate paragraph. Clear, brief and formal style. Appropriate use of advanced vocabulary, grammar, linking &amp; transition words, spelling and punctuation with almost no errors.</td>
</tr>
<tr>
<td>0-4</td>
<td>5-8</td>
<td>9-12</td>
<td>13-16</td>
<td>17-20</td>
<td></td>
</tr>
<tr>
<td>Supporting Arguments</td>
<td>Supporting sentences do not justify a related argument, presenting only a single perspective through examples which add new ideas or subjective thoughts to the paragraph. Confusing, obscure and informal style. Very weak use of vocabulary, linking &amp; transition words and recurrent errors in grammar, spelling and punctuation OR no supporting sentence is present.</td>
<td>Supporting sentences only slightly justify their related arguments. Only a single perspective is presented through examples. May add new ideas or subjective thoughts to the paragraph. Predominantly confusing, obscure and informal style. Mostly weak and erroneous use of vocabulary, grammar, linking &amp; transition words, spelling and punctuation.</td>
<td>Supporting sentences fairly justify their related arguments and partially present multiple perspectives through examples. Moderately clear, brief and formal style. Moderate accuracy and appropriacy in the use of vocabulary, grammar, linking &amp; transition words spelling and punctuation.</td>
<td>Supporting sentences largely justify their related arguments and generally present multiple perspectives through examples. Mostly appropriate use of advanced vocabulary, grammar, linking &amp; transition words, spelling and punctuation with several errors.</td>
<td>Supporting sentences justify their related arguments and present multiple perspectives through examples. Clear, brief and formal style. Appropriate use of advanced vocabulary, grammar, linking &amp; transition words, spelling and punctuation with almost no errors.</td>
</tr>
<tr>
<td><strong>PART III. CONCLUSION</strong></td>
<td><strong>Consolidation</strong></td>
<td><strong>Stating Opinions</strong></td>
<td>0-3</td>
<td>4-6</td>
<td>7-9</td>
</tr>
<tr>
<td>Concluding Arguments</td>
<td>Concluding sentences do not sum up, conclude or close their related arguments relevantly, being exact repetitions of the arguments or adding new ideas or subjective thoughts. Confusing, obscure and informal style. Very weak use of vocabulary, linking &amp; transition words and recurrent errors in grammar, spelling and punctuation OR no concluding sentence is present.</td>
<td>Concluding sentences largely fail to sum up, conclude or close their related arguments relevantly. May be too similar to the arguments or add new ideas or subjective thoughts. Predominantly confusing, obscure and informal style. Mostly weak and erroneous use of vocabulary, grammar, linking &amp; transition words, spelling and punctuation.</td>
<td>Concluding sentences sum up, conclude or close their related arguments fairly relevantly, avoiding the exact repetition of the argument or adding new ideas or subjective thoughts. Moderately clear, brief and formal style. Moderate accuracy and appropriacy in the use of vocabulary, grammar, linking &amp; transition words spelling and punctuation.</td>
<td>Concluding sentences largely sum up, conclude and close their related arguments generally relevantly, avoiding the exact repetition of the argument. Mainly clear, brief and formal style. Mostly appropriate use of advanced vocabulary, grammar, linking &amp; transition words, spelling and punctuation with several errors.</td>
<td>Concluding sentences sum up, conclude and close their related arguments relevantly, avoiding the exact repetition of the argument. Clear, brief and formal style. Appropriate use of advanced vocabulary, grammar, linking &amp; transition words, spelling and punctuation with almost no errors.</td>
</tr>
<tr>
<td>0-3</td>
<td>4-6</td>
<td>7-9</td>
<td>10-12</td>
<td>13-15</td>
<td></td>
</tr>
<tr>
<td>Consolidation</td>
<td>Exact repetition of the thesis statement or a new idea is presented. Confusing, obscure and informal style. Very weak use of vocabulary, linking &amp; transition words and recurrent errors in grammar, spelling and punctuation OR no consolidation is present.</td>
<td>Too similar to the thesis statement or largely wanders off the main idea by adding new ideas or subjective thoughts. Predominantly confusing, obscure and informal style. Mostly weak and erroneous use of vocabulary, grammar, linking &amp; transition words, spelling and punctuation.</td>
<td>Provides a fairly relevant summary of the main idea, generally rephrasing the thesis and only slightly wandering off of it. Moderately clear, brief and formal style. Moderate accuracy and appropriacy in the use of vocabulary, grammar, linking &amp; transition words spelling and punctuation.</td>
<td>Provides a brief and generally complete summary of the main idea by rephrasing the thesis statement. Mainly clear, brief and formal style. Mostly appropriate use of advanced vocabulary, grammar, linking &amp; transition words, spelling and punctuation with several errors.</td>
<td>Provides a brief and complete summary of the main idea by rephrasing the thesis statement. Clear, brief and formal style. Appropriate use of advanced vocabulary, grammar, linking &amp; transition words, spelling and punctuation with almost no errors.</td>
</tr>
<tr>
<td>0-3</td>
<td>4-6</td>
<td>7-9</td>
<td>10-12</td>
<td>13-15</td>
<td></td>
</tr>
<tr>
<td>Stating Opinions</td>
<td>Fails to give a sense of closing the essay. Has no relationship with the main idea, failing to help the reader reconsider it. Leaves the essay incomplete or unfinished. Confusing, obscure and informal style. Very weak use of vocabulary, linking &amp; transition words and recurrent errors in grammar, spelling and punctuation OR no opinion is stated.</td>
<td>Largely fails to give a sense of closing the essay. Only slightly related to the main idea, largely failing to help the reader reconsider it. Leaves the essay generally incomplete or unfinished. Predominantly confusing, obscure and informal style. Mostly weak and erroneous use of vocabulary, grammar, linking &amp; transition words, spelling and punctuation.</td>
<td>Gives a fair sense of closing the essay through personal opinion, suggestion, recommendation or prediction, somewhat helping the reader reconsider the main idea. Moderately clear, brief and formal style. Moderate accuracy and appropriacy in the use of vocabulary, grammar, linking &amp; transition words spelling and punctuation.</td>
<td>Gives a general sense of closing the essay through personal opinion, suggestion, recommendation or prediction, mostly helping the reader reconsider the main idea. Mainly clear, brief and formal style. Mostly appropriate use of advanced vocabulary, grammar, linking &amp; transition words, spelling and punctuation with several errors.</td>
<td>Gives a clear sense of closing the essay through personal opinion, suggestion, recommendation or prediction, helping the reader reconsider the main idea. Clear, brief and formal style. Appropriate use of advanced vocabulary, grammar, linking &amp; transition words, spelling and punctuation with almost no errors.</td>
</tr>
</tbody>
</table>