

HOLISTIC MARKING GUIDE

English 9

Levels	Descriptors
6	<p>Style and Content: Thoughtful, original and engaging work. Demonstrates significant depth of thought and/or analysis. Clear thesis or topic sentence, well-developed. May use figurative/rhetorical devices where appropriate (e.g. simile, metaphor, allusion, imagery, rhetorical question).</p> <p>Paragraph(s) and Sentences: Effective use of both standard and "echo" transitions at the beginning of—and within—paragraphs. Extensive variety of complex, compound and simple sentences; syntax used for effect.</p> <p>Vocabulary: Mature and precise diction. No spelling errors.</p> <p>Punctuation: Correct and effective use of commas, semi-colons, colons, dashes and/or parentheses.</p> <p>Mechanics: No run-ons (RO), comma splices (CS), sentence fragments (SF) or usage errors (WW).</p>
5	<p>Style and Content: Interesting and thoughtful work. Demonstrates good depth of thought and/or analysis. Clear thesis or topic sentence, well-developed. May use figurative/rhetorical devices where appropriate (e.g. simile, metaphor, allusion, imagery, rhetorical question).</p> <p>Paragraph(s) and Sentences: Effective use of both standard and "echo" transitions at the beginning of—and within—paragraphs. Good variety of complex, compound and simple sentences; syntax may be used for effect.</p> <p>Vocabulary: Effective and varied diction. May have 1-2 spelling errors.</p> <p>Punctuation: Correct and effective use of commas and semi-colons; attempts to use at least one of the following: colons, dashes, parentheses.</p> <p>Mechanics: No run-ons (RO), comma splices (CS), sentence fragments (SF) or usage errors (WW).</p>
4	<p>Style and Content: Somewhat interesting and engaging work. Demonstrates decent depth of thought and/or analysis. Clear thesis or topic sentence, but simple development. Support for ideas is logical but basic.</p> <p>Paragraph(s) and Sentences: Uses mostly standard transitions at the beginning of—and within—paragraphs. Predominantly simple sentences; some complex or compound sentences.</p> <p>Vocabulary: Decent diction. May have 1-2 spelling errors.</p> <p>Punctuation: Correct use of commas and semi-colons.</p> <p>Mechanics: No run-ons (RO), comma splices (CS), sentence fragments (SF) or usage errors (WW).</p>
3	<p>Style and Content: Very dull, with little attempt to engage the reader. Demonstrates simplistic levels of thought and/or analysis. Vague thesis or topic sentence with simple development. Support for ideas is logical but very basic. Some informal language. Despite errors, message is understood.</p> <p>Paragraph(s) and Sentences: Uses mostly standard transitions at the beginning of—and within—paragraphs. Predominantly simple sentences.</p> <p>Vocabulary: Basic diction. May have 3 or more spelling errors.</p> <p>Punctuation: May have some misplaced commas.</p> <p>Mechanics: No run-ons (RO), comma splices (CS), sentence fragments (SF) or usage errors (WW).</p>
2	<p>Style and Content: Very dull and awkward. Excessive errors make comprehension difficult. No clear thesis; lack of support for—and development of—topic. Informal language and/or tone.</p> <p>Paragraph(s) and Sentences: Little or no use of transitions. Predominantly simple sentences with frequent errors.</p> <p>Vocabulary: Simplistic diction. May have 3 or more spelling errors.</p> <p>Punctuation: Errors in basic punctuation (mostly misplaced commas).</p> <p>Mechanics: One or more of the following: run-ons (RO), comma splices (CS), sentence fragments (SF) or usage errors (WW).</p>
1	Too short or error-ridden to earn a level-2 mark. No apparent effort. Does not address topic.