Appendix4

ESL COMPOSITION PROFILE CRITERIA

1. CONTENT

Description	Criteria
Knowledge	1. Is there understanding of the subject? 2. Are fact or other partinent information used? 3. Is there recognition of several aspects of the subject? 4. Are the interrelationships of this shown?
Substantive	1. Are several main points discussed? 2. Is there sufficient details? 3. Is there originality with concrete details to ilustrate, define, compare or contrast factual information supporting the thesis?
Through development of thesis	1. Is the thesis expanded enough to convey a sense of completeness? 2. Is there a specific method of development,(such as comparison/ contrast, illustration, definition, example, description, fact or personal experience)? 3. Is there an awareness of different point of view?
Relevant to assigned topic	1. Is all information clearly partinent to the topic? 2. Is extraneous material excluded?

2. ORGANIZATION

Description	Criteria
Fluent expression	1. Do the ideas flow building on one another? 2. Are there introductory and concluding paragraphs? 3. Are there effective transition elements words, phrases or sentences which link and moves ideas both within and between paragraphs? 4. Is enough written to adequately develop the subject?
Ideas clearly stated idea/ supported	1. Is there any a clearly stated controlling idea or central Focus (a thesis) to the peper? 2. Do topic sentences in each paragraph support, limit, and direct the thesis?
Succinct	1. Are all ideas directed concisely to the central focus of the paper without digression?
Logical sequencing	1. Are the point logical developed, using a particular sequence such as time order, space order, or importance? 2. Is this development indicated by appropriate transactional marker?
Cohesive	1. Does each paragraph reflect a single purpose? 2. Do the paragraph form a unified paper?

3. VOCABULARY

Description	Criteria
Sophisticated range	1. Is there facility with word idiom to convey intended information, attitudes, and feelings? Distinguish subleties among ideas and intention? Convey shades and differences of meaning? Express the logical of ideas? 2. Is there arrangement and interelationship of words Sufficiently varied?
Effective word/idiom choice and usage	1. In the context in which it is used, is the choice of vocabulary accurate? Idiomatic? Effective? Concise? 2. Are strong, active verbs and verbal used where possible? 3. Are phrase and prepositional idiom correct? Do they convey the intended meaning? 4. Does words placement give the intended message?emphasis? 5. Is there an understanding of synonyms?Antonyms? Homonyms? 6. Are denotative and connotative meaning distinguished? 7. Is there effective repetition of key words and phrases? 8. Do transistion elements mark shift in thought? Pace? Emphases? Tone?
Word form mastery	1. Are prefixes, suffixes, roots and compounds used accurately and effectively? 2. Are words correctly distinguished as to their function (adjective, adverb, noun, and verb)?
Appropriate register	1. Is the vocabulary appropriate to the topic? To the audience? To the tone of the paper? To the method of development? 2. Is the vocabulary familiar to the audience? 3. Does the vocabulary make the intended impression?

4. LANGUAGE USE

Description	Criteria
Effective complex constructio	1. Are sentences well-formed and complete with appropriate complements? 2. Are single –words modifiers appropriateto the function? Properly formed, placed and sequenced? 3. Are phrases and clauses appropriatetothe function? Complete? Properly placed? 4. Are introductory *it* and *they* used corectly to begins sentences and clauses? 5. Are main and subordinate ideas carefully distinguished? 6. Are ordinateand subordinate element linked to other elements with appropriate conjunction, adverbials, relative pronouns, or punctuation? 7. Are sentence types and lenght varied? 8. Are element pararel? 9. Are techniques of subtitutes, repetition, and deletion used

	effective?
Agreement	1. Is there basic agreement between sentence element : auxiliary verb? Subject-verb? Pronoun-antecedent? Adjective-noun? Noun-quantifiers?
Tense	1. Are verb tense correct, properly sequenced? 2. Do modal convey intended meanings? Time?
Number	1. Do nouns, pronouns and verbs convey intended quantity?
Word order function	1. Isnormal word order followed except for special emphasis? 2. Is each word, phrase, andclause suited to its intended function?
Articles	1. Are *a*, *an*, and *the* used correctly?
Pronouns	1. Do pronouns reflect appropriate person? Gender? Number? Function? Referent?
Preposition	1. Are preposition chosen carefully to introduce modifyingelement? 2. Is the intended meaning conveyed?

5. MECHANICS

Description	Criteria
Spelling	1. Are words spelled correctly?
Punctuation	1. Are periods, commas, semicolons, dashed, question Marks used correctly? 2. Are words devided corrrectly at the end of lines?
Capitalization	1. Are capital letter used where necessary and appropriate?
Paragraphing	1. Are paragraph intended to indicate when one sequence of thought ends and another begins?
Handwriting	1. Is handwriting easy to read, without impeding communication?

(Jacobs, 1981:92-96)