|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | A-range  35 - 28 | B-range  27 - 24 | C-range  23 - 20 | | D-range  19 - 18 | F-range  17 - 0 |
| **INTELLECTUAL CONTENT**  **Thinking:** Good / Average / Weak (choose one). Keeps focus. Main points clear.  Appropriate topic. Understands the topic. No factual errors.  Main points covered. Main points support topic. No main points omitted.  Abstract concepts clearly explained. Good examples and specific supporting details.  **Research**: Good sources. Convincing evidence. Application clear. Considers multiple positions.  Correct interpretation of evidence (summary, synopsis, extrapolation, inference, synthesis). | Exemplary  28 | Convincing | Acceptable | | Needs improvement | Not  satisfactory |
| **ORGANIZATION**  **Paper level**: Precise thesis (main points listed). Strong introduction. Strong conclusion.  Logical and convincing progression of ideas. Consistent and appropriate point-of-view.  **Paragraph level**: Accurate topic sentences. Effective transitions connect paragraphs *if needed*.  Paragraph boundaries recognized. Internal paragraph coherence and relevance maintained.  **Quotation and Citation**: Quotations and paraphrases properly introduced.  Correct in-text citation (APA format). Correct Reference Page (APA format).  **Other**: Format, indents, alignment, header information. | Exemplary  28 | Convincing | Acceptable | | Needs improvement | Not  satisfactory |
|  | 30 - 24 | 23 - 20 | 19 - 17 | | 16 - 15 | 14 - 0 |
| **LANGUAGE**  **Basic:** Fragment. Run-on. Sentence length. SVO. Word order/location. Missing word/s. Wordy.  Verb tense. SV agreement. Verb phrases. Active verbs. Sing/Plural. Spelling.  Articles. Prepositions. Pronouns. Conjunctions. Adjectives. Adverbs.  Punctuation. Capitalization. Spacing. Clichés. Slang. Profanity. Hyperbole.  Meaning unclear. Awkward phrase. Style. Voice. Fronted adverbial conjunctions.  Qualifying language. Possessive/Adverbial form vs. prepositional phrases. Repetitious.  **Vocabulary:** Limited vocab. Word form. Word use. Word choice. Poetic vs. precise language. | Exemplary | Convincing  22 | Acceptable | | Needs improvement | Not  satisfactory |
|  | | | | **Total** (100 points max): | | 78 |
| **Instructions followed (-2 for each missed quotation; -1 for each missed paraphrase).**  **Sufficient Length. Late Submission. E-copy submitted. Veriguide over 40% Other (explain).** | | | | | **Points deducted:** | |
| **A = 86 A- = 80 B+ = 76 B = 72 B- = 68 C+ = 64 C = 60 C- = 56 D+ = 53 D = 50 F = <50** | | | | | **FINAL SCORE: 78** | |

COMMENTS:

Thanks for submitting your essay, Jie. This essay addresses an interesting issue about why it is difficult for Chinese university students to engage in romantic relationships. This is a noteworthy issue that deserves attention. It demonstrates a good command of relevant genre features of the cause-and-effect essay. The overall structure is clear. I really like the way you write the introduction paragraph, which includes statistics to raise the readers’ interest and have a clear thesis statement.

There are several aspects that you need to improve:

1. Some sentences need to have evidential support from previous literature.
2. For the body paragraph two, you’d better explain what the meritocracy and consumerism are. Then, you can focus on how these two concepts relate to the key issue you discussed.
3. There are some grammatical mistakes in the essay. Also, pay attention to conciseness.
4. Polish the reference list and in-text citations.

Thanks for your time and effort in this assignment. Good Job!