|  |  |  |  |
| --- | --- | --- | --- |
| **TASK MANAGEMENT** | **COHESION AND COHERENCE** | **LEXICAL RESOURCE** | **GRAMMATICAL ACCURACY AND RANGE** |
| * Task successfully completed. * My introduction states my position clearly and indicates what the essay will cover. * Each paragraph, or group of paragraphs discuss relevant issues. At the end of the discussion I make a clear point. The reader will know my opinion about the issue just discussed. * The line of argument / claim / discussion of issue is supported by sufficient detail and examples. * I haven’t attempted to cover too much in a limited space. I have looked at the density of abstractions in each section. * I have unpacked my ideas fully. * I have checked that implications of points raised are made explicit when necessary. I’ve thought about what I know about the issue and about what the reader might know or want to know. * I develop my discussion by moving helpfully from abstract to concrete concepts. * Reader questions that are likely to occur during reading are answered when necessary. I’ve re-read my essay and tried to ask Wh? questions while reading. I’ve decided which questions need answering. * When I give my opinion I qualify it, explaining why I have the opinion and support it with precise examples. | * Paragraphs are managed well. I say what the paragraph is about, I discuss the issue then I make my point. * There is a logic to how my ideas progress. I don’t deliver the content randomly. The relationship of my ideas is clear. * Where possible, I have deliberately chosen the material that goes in the beginning of each sentence. I have consciously chosen type of theme: repeated, linking, super theme, theme preview. * I have checked that the characters of my story are the subjects of sentences. * I put the new and most important substance in a stress position. * If I use an interruption, I know the reader will be able to manage it and I have chosen to use it. * The ideas I discuss all relate clearly to my thesis statement in the introduction. * My progression is smooth. I don’t jump from one topic to an unexpected one. * Any new ideas I deliver are given enough context to help the reader. * I have chosen the cohesive devices carefully. If I have said *consequently*, for example, there is a clear logical consequence in what I’m saying. * The reader can see the overall text cohesion / structure. * The introduction and conclusion contribute. The introduction doesn’t cover too much historical ground and the conclusion offers the reader something, it doesn’t just repeat ideas. | * I have checked my verbs convey the action I intended in each sentence. * I have checked that my use of the verb *to be* is limited to labelling or talking about existence. * I have used a wide range of vocabulary to convey precise and specific meaning. * I have checked my spelling. * I have checked noun / verb and adj / noun collocations. * My language register is consistent and appropriate to task. I haven’t used contractions. My style is neutral not emotive, campaigning or conversational. * I have checked the connotations of words. | * I have thought about the moveable structure of English. I have made conscious choices about what goes in the theme and stress positions. I am in control of the syntax of my sentences. * I have used a variety of structures – subordination, relative clauses, emphatic devices etc. * The reader will be able to focus on substance and will not require much energy to understand structure. I haven’t used unnecessarily convoluted language to make my point. * Punctuation is consistent, accurate and helpful. I have checked for comma splices. * I have checked that I have put adverbs in their correct place. |