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| **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.
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