

## APPENDIX 2

### Writing Scoring Scale

Conventions			Content Development		Style	Total Mark
Mechanics	Grammar	Spelling	Cohesion	Coherence	Style	
<ul style="list-style-type: none"> <li>- faulty capitalization</li> <li>- punctuation errors</li> <li>- indentation errors</li> <li>- comma splice</li> <li>- hyphenation</li> </ul>	<ul style="list-style-type: none"> <li>- S-V agreement</li> <li>- modifier- head noun agreement</li> <li>- dangling modifier</li> <li>- fragment</li> <li>- fused sentence</li> <li>- shift in person</li> <li>- verb tense</li> <li>- error in verb form</li> <li>- wrong part of speech</li> <li>- missing word</li> <li>- structure incomplete / unacceptable</li> <li>- misuse of adj &amp; adv</li> <li>- errors in case forms</li> <li>- faulty abbreviation</li> <li>- faulty subordination</li> <li>- articles incorrect/ missing</li> <li>- misuse of prepositions</li> </ul>	<ul style="list-style-type: none"> <li>- Wrong spelling</li> <li>- should be one word</li> <li>- should be two words</li> <li>- spacing error</li> </ul>	<ul style="list-style-type: none"> <li>- Error in pronoun reference</li> <li>-unnecessary repetition</li> <li>- the use of conjunction</li> <li>- substitution</li> <li>- ellipsis</li> <li>- recurrence</li> <li>- synonyms</li> <li>- collocation</li> </ul>	<ul style="list-style-type: none"> <li>- faulty logic</li> <li>- inadequate development</li> <li>- transition weak/ missing</li> <li>- paragraph not unified</li> <li>- faulty parallelism</li> <li>- irrelevance</li> <li>- paragraphing</li> <li>- reasoning</li> <li>- completeness</li> </ul>	<ul style="list-style-type: none"> <li>- diction weak/ poor</li> <li>- word choice</li> <li>- informal</li> <li>-(non)standard</li> <li>- passive weakening phrasing</li> <li>- meaning vague/ unclear</li> <li>- paragraph development</li> <li>- topic sentence</li> <li>- bad translation</li> <li>- makes no sense, confusing, illegible</li> <li>- variety in sentence structure, length, type, inversion</li> <li>- conclusion</li> <li>- contractions</li> </ul>	
<b>/20 marks</b>	<b>/20 marks</b>	<b>/20 marks</b>	<b>/15 marks</b>	<b>/15 mark</b>	<b>/10 marks</b>	<b>/100</b>

*This scale has been developed by the researcher to achieve the objectives of the present study.*

No: