



**MINISTRY OF EDUCATION**  
**DEPARTMENT OF EXAMINATIONS**

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24 January 2024

**Subject: Official Marking Rubric for Primary Level Compositions and Letters.**

Regarding the caption, kindly refer to the 'Rubric' below for the marking of compositions and letters at the Primary level, effective from this date.

This is the Ministry of Education official document and **must be used** until any further updates/modifications.

All for your information and guidance.

*Ameer Ali*

Deputy Chief Education Officer (Examinations)  
Ministry of Education



## Dimensions

### 1. Content/Focus/Vocabulary

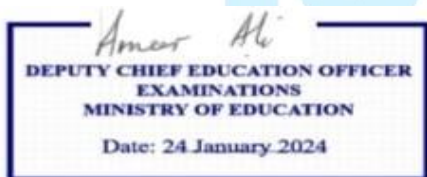
- The focus of the composition/letter and the content should be relevant to the topic. The composition/letter fulfils its purpose by presenting
  - a clear and complete picture – description
  - convincing arguments - letter
  - a narrative that relates an interesting story - imagination
  - clear and precise direction – exposition
- Choice of words and phrases which create a vivid picture and extend the meaning of the content

### 2. Organization

- Quality of paragraphs – main ideas with supporting details
- Logical ordering of ideas/events - sequencing
- Paragraphs serve to introduce the composition, develop the composition (body) and conclude the composition - development of composition
- Smooth flow between sentences and paragraphs - transition
- Format – letter

### 3. Language and Expression

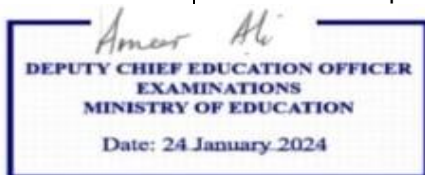
- Grammar
- Spelling



Scoring Guide

No

Description	Rating				
	10 – 9	8 – 7	6 – 5	4 – 3	2 – 1
Content/Focus/ Vocabulary	Ideas selected or details presented are relevant and fulfil the focus of given topic.  Use of words and phrases which present vivid pictures. Choice and placement of words and/or phrases is most times accurate and seems natural.	Ideas selected or details presented are relevant to the focus of given topic.  Use of words and phrases which present vivid pictures. Choice and placement not always accurate.	Ideas or details are somewhat relevant  Content is limited- ideas are stated but not explained  Use of words and/or phrases which communicate accurately but lack variety.	Ideas or details are mostly irrelevant. Content is limited • repetitive • no explanation  Limited vocabulary which somewhat detracts from the flow of the piece	Content is irrelevant  Very limited vocabulary which makes the pieces seem basic and under-developed.
	5	4	3	2	1
Organization	Sequencing is excellent: Composition/ letter is well developed with good beginning and ending and well-developed body.  Format of letter is always correct.  Paragraphs are evident, well-developed (main idea supporting details) and serve different purposes.  Words chosen to present a smooth transition between sentences and paragraphs.	Sequencing is very good: Composition is developed with noticeable beginning and ending and a well-developed body.  Format of letter may not be correct or complete.  Paragraphs are evident and serve their purposes but are not always well-developed.  Transition is not always smooth.	Sequencing is satisfactory: Development is fairly good. Composition has a beginning, an end and a body.  Format of letter may not be correct or complete.  Paragraphing is not always evident.  Transition between sentences is not smooth.	Sequencing is poor: Composition/ letter is disorganized. Ideas/details are not logical.  Format of letter is incorrect or incomplete.  Paragraphing is not evident.  Transition is not evident.	Sequencing is absent: Composition/letter lacks structure.  Format of letter is incorrect and incomplete.  Paragraphing is not evident.  Transition is not evident.



Description	Rating				
	5	4	3	2	1
Language and Expression	<p>Sentences are well-constructed and have varied structure and/or length.</p> <p>Very few errors in grammar, spelling or mechanics</p>	<p>Most sentences are well-constructed and have varied structure and/or length.</p> <p>Few errors in grammar, spelling or mechanics which <b>do not</b> interfere with the flow and/or understanding of the essay.</p>	<p>Sentences are well or fairly constructed but they are similar in structure and/or length.</p> <p>Few errors in grammar, spelling or mechanics which partially interfere with the understanding of the essay.</p>	<p>Sentences not well constructed and may either</p> <ul style="list-style-type: none"> <li>• sound awkward</li> <li>• are distracting</li> <li>• repetitive</li> <li>• are difficult to understand. or</li> <li>• too wordy</li> </ul> <p>Several errors in grammar, spelling or mechanics which interfere with the understanding of the essay.</p>	<p>Sentences are repetitive, difficult and errors hinder the reading of the piece.</p> <p>Very many errors in grammar, spelling and mechanics which hinder the reading of the essay.</p>

*Amar Ali*  
 DEPUTY CHIEF EDUCATION OFFICER  
 EXAMINATIONS  
 MINISTRY OF EDUCATION  
 Date: 24 January 2024

