Nina Stedman **Correction Symbols and their Meanings**

Gr - Grammar
Gr-ag - Agreement (sing./pl.)
T - Tense
T/asp - Tense/aspect
Gr/adj./adv - Adjective/adverb distinction
Gr/mod - Modality
Gr/WF - Word Form
Gr/WO - Word Order (error concerns grammar)
Gr/Coh - Cohesion (error concerns grammar)

W - Word (lexis, collocation: single word)
WF - Word Form (esp. prefix/suffix)
WO - Word Order (error does not concern grammar)
W+ - Word choice is correct, but what follows is incorrect
Exp - Expression (more than one single word)
Ger - Germanism (German word requiring translation, German usage, or word form)
Prep - Preposition error
Det - Determiner error
Pron - Pronoun error

St - Style (simplistic, convoluted, or otherwise inappropriate, e.g. religious diction)
St/Reg - Register (formal/informal)
St/Rep - Repetition (stylistic flaw reflecting limited vocabulary range; tautological)

Coh - Cohesion (illogical or otherwise incoherent)
Ref - Reference (reference unclear, esp. pronouns)
M - Meaning (unclear or factually incorrect)
E - Global Error, always circled (syntax and semantics of entire sentence unclear)

Sp - Spelling incorrect or inconsistent (e.g. BE and AE conventions not distinguished)
P - Punctuation
P/Ger - German use of comma or lower-case quotation marks
Para - Paragraphing (English conventions not observed)

NB: Serious errors are circled; less significant ones bracketed. There may be overlap between some categories; for example, a pronoun error may also be indicated as W+ or may affect reference and cohesion (Ref or Coh).
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Model assessment of an excellent essay

Ms X is a highly competent writer whose interpretation of the set text is sophisticated and analytical in style and content. There are some few slips in register (overuse of constructions with 'like') and rare unidiomatic word choices which would have to be edited - hypothetically - before publication, but these are minor flaws that do not detract from the candidate's impressive achievement that is particularly apparent in the way that she is able to link the detailed textual analysis to the wider context of post 9/11 literature and the postmodern debate on boundaries and terrorism. **Recommended grade: 1,0 (sehr gut)**

Model assessment of a weak essay

Mr X is a fairly fluent writer and displays some knowledge of the technical vocabulary needed to interpret the text in question. However, there are errors on many levels, beginning with incorrect paragraphing and 'German' quotations marks along with a lack of punctuation in long sentences. There are also slips in register (contractions, lack of relative pronoun), and some expression errors on the level of word choices (e.g. 'modern' instead of contemporary). Most important, particularly in view of the fact that the candidate wishes to teach English as a career, there are many grammatical errors in evidence. The use of tenses is inconsistent, possessives are not always indicated, and adjectives and adverbs not distinguished as in 'infinite stronger feeling'. The most significant concern is Mr X's lack of cohesive grammatical structures within the sentence; he frequently produces strangely disembodied statements without a clear subject-predicate relationship, which, as a result, are semantically vague and ultimately meaningless. There is just enough competent writing to justify a low pass grade.
Recommended grade: 4,0 (ausreichend)