

Grading Rubric

Please note that, in the interest of offering students practice in proofreading and editing their own work, comments offered through reproductions of the form below are general in nature. That is, they identify systematic problems and make broad suggestions rather than making line-by-line corrections.

The same rubric will be used for both the Profile RV and the Profile FV. Grading of the Profile PV is detailed on the assignment sheet.

With the rubric below, all papers start at a grade of C, as baseline competence is presumed unless there is reason to believe otherwise.

Category	Comments	Steps Yes/No
Assigned Guidelines Met	•	+0/-3
Subject Clearly Identified	•	+1/-1
Angle Clear and Appropriate	•	+1/-1
Evidence Sufficient and Appropriate	•	+2/+0
Explanations Sufficient and Appropriate	•	+2/-1
Correct Formatting Provided	•	0/-1
Mechanical Correctness Displayed	•	0/-1
Engagement Developed	•	+1/0
Total Change in Steps and Grade Equivalent		
Overall Comments		

- Assigned Guidelines Met—Is the paper at the required length? Is it of the assigned genre?
- Subject Clearly Identified—Is the subject of the paper clearly named and described?
- Angle Clear and Appropriate—Is there an evident dominant impression created of the paper's subject? Is it one appropriate to a college classroom and the level of discourse expected therein?
- Evidence Sufficient and Appropriate—Does the paper offer sufficient interview and observational data to accurately depict its subject? Is that evidence provided in an accessible fashion? Is it incorporated smoothly into the text?
- Explanations Sufficient and Appropriate—Is sufficient explanation provided of how the evidence presented supports the angle taken by the paper? Does it adequately and systematically lead the reader from the evidence to the assertions made about it? Does it avoid logical fallacy (unless the angle supports the inclusion thereof, as in a humorous or satirical treatment)?
- Correct Formatting Provided—Is the paper submitted as a .doc, .docx, or .rtf file? Is it typed on a letter-size sheet in 12-point, double-spaced Times New Roman or Garamond font? Does it have a heading, title, and page numbers in accordance with MLA standards?

- Mechanical Correctness Displayed—Do the paper’s usage, spelling, punctuation, and similar surface-level concerns conform to the standards promulgated by the MLA and discussed during class time? Do they correspond to the level of discourse to be expected of students in lower-division college coursework?
- Engagement Developed—As a sort of extra-credit component, does the paper offer some particularly engaging or poignant elements unusual or exceptional in a work of first-year composition? Does it stake out an unusual position or make a solid and reasonable attempt to push the boundaries of the assignment in productive ways?