

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. This is particularly true given the limited writing-time available; while comments will be made as the writing is assessed, the fact that the writing is expected to take place within a limited time will be taken into consideration as comments and assessment are conducted. Timed writing by its nature does not admit of as polished an argument or prose as longer-term assignments permit and demand.

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
Clear and Appropriate Thesis Provided	•	+2/-1
Clear, Ample, and Appropriate Evidence Provided	•	+1/-2
Clear, Ample, and Appropriate Explanations Provided	•	+2/-2
Organization Effective	•	+1/-1
Mechanical Correctness Displayed	•	+0/-1
Engagement Developed	•	+1/0
Total Change in Steps and Grade Equivalent		
Overall Comments		

- Clear and Appropriate Thesis Provided—Does the essay state a decisively argumentative thesis that articulates how the humor of the piece functions?
- Clear, Ample, and Appropriate Evidence Provided—Does the essay make appropriate reference to the chosen article, such that a general reader who has not read the piece can understand what is being discussed? Does it follow informal citation guidelines adequately? Does it introduce information from the article appropriately?
- Clear, Ample, and Appropriate Explanations Provided—Does the essay explain how the evidence provided to support the thesis serves to support the thesis? Are the explanations sufficient to convince a general reader who is not familiar with the piece of the validity of the thesis?
- Organization Effective—Does the essay display a clear and consistent pattern of organization (emphatic, topical, or chronological)? Does the order serve to reinforce the argument made in the essay?
- Mechanical Correctness Displayed—Do the essay'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 as they write a timed exercise?

- Engagement Developed—As a sort of extra-credit component, does the essay 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?