

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.

Per course policy, assessment of the assignment is done according to performance in several categories, named and described below. Each category is weighted with a number of steps' change to the basic grade of C.

Category	Comments	Steps Yes/No
Assignment Guidelines Met	•	+0/-3
Context Clear and Appropriate	•	+1/-1
Question Clear and Appropriate	•	+1/-1
Answers Clear and Appropriate	•	+2/-2
Conclusion Clear and Appropriate	•	+1/-1
Organization Effective	•	+1/-1
Formatting Correct	•	+0/-1
Mechanics Correct	•	+0/-1
Engagement Developed	•	+1/+0
Overall Score		
Overall Comments		

- Assignment Guidelines Met—Is the Explore approximately 1,000 words, exclusive of heading, title and end-citations?
- Context Clear and Appropriate—Is the course of study clearly indicated? Is the specific topic of inquiry clearly indicated? Is the writer's involvement in the topic clearly indicated?
- Question Clear and Appropriate—Is the question to be answered in the ongoing research project presented clearly and in a manner appropriate to scholarly inquiry?
- Answers Clear and Appropriate—Are answers to the question presented? Are they answers that demonstrate considered deliberation about their validity? Is information supporting them provided? Is it appropriate to support them? Is it adequately explained in terms of how it supports the answers given?
- Organization Effective—Does the reading flow smoothly? Are there clear and appropriate transitions among its various paragraphs and components, indicating both that new ideas are being treated and the relationships among those ideas?
- Formatting Correct—Is the text of the Explore double-spaced on letter-size sheets with one-inch margins on all sides; in 12-point Times New Roman, Garamond, or Georgia type; with page numbers in the upper right corner of the page, with the student's surname

preceding the number; and with page numbers and surnames in the same typeface as the rest of the document? Are any citations handled appropriately?

- Mechanics Correct—In terms of usage, does the text conform to standards promulgated by the MLA and discussed during class time? Does it maintain a level of diction appropriate to its authorship and its intended audience?
- Engagement Developed—As a sort of extra-credit component, does the Explore offer some particularly engaging or poignant element unusual or exceptional in a work of first-year composition? Does it avoid cliché and trite phrasing? Does it stake out an unusual position or make a solid and reasonable attempt to push the boundaries of the assignment in productive ways?