

Grading Rubric

Please note that, in the interest of facilitating timely assessment of student work and closure of the semester, comments offered through reproductions of the forms 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. The assessed score will be recorded as the FinEx grade.

Category	Comments	Steps Yes/No
Introduction Clear and Appropriate	•	+1/+0
Thesis Clear and Appropriate	•	+1/-1
Evidence Clear and Appropriate	•	+1/-1
Explanations Clear and Appropriate	•	+1/-1
Conclusion Clear and Appropriate	•	+1/+0
Organization Effective	•	+1/+0
Mechanics Correct	•	+0/-1
Engagement Developed	•	+1/+0
Overall Score		
Overall Comments		

- Introduction Clear and Appropriate—Does the response to the FinEx prompt articulate the situation being presented and present a clear thesis?
- Thesis Clear and Appropriate—Does the response to the FinEx clearly and explicitly articulate a thesis for the paper? Is the thesis appropriate to the prompt presented?
- Evidence Clear and Appropriate—Does the response offer clear evidentiary support for the thesis? Is it of a sort likely to read as acceptable?
- Explanations Clear and Appropriate—Does the response offer clear, systematic explanation of how the provided evidence supports the thesis?
- Conclusion Clear and Appropriate—Does the response paper offer a clear conclusion (rather than simply stopping) that moves beyond repetition of points to a suggestion of broader implications of the paper's (hopefully) validated thesis?
- Organization Effective—Does the paper read smoothly and well, moving gracefully among its parts and indicating the relationships of the parts to each other with clear and explicit transitions? Are the relationships expressed conducive to the support of the thesis?
- Mechanics Correct—In terms of usage, does the text conform to standards promulgated by the MLA (in the seventh edition of its handbook) 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 text 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?