Grading Rubric/s

The rubric that appears below will be applied to the IllDef RV and FV; grading for the IllDef PV is generally holistic, as noted above. Generally, the papers being assessed will be read and a copy of the rubric filled out during the reading; the copy of the rubric will be emailed to the paper-writer as an attachment. Retaining copies of the submitted papers suggests itself as a good idea.

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 is general in nature. That is, they identify systematic problems and make broad suggestions rather than making line-by-line corrections.

Assessment Category	**Comments**	**Steps Yes/No**
Assigned Guidelines Met?	•	+0/-3
Relevant Topic Selected?	•	+1/-1
Thesis Clear and Appropriate?	•	+1/-1
Evidence Clear and Appropriate?	•	+1/-1
Explanations Clear and Appropriate?	•	+1/-1
Organization Clear and Appropriate?	•	+1/-1
Introduction and Conclusion Clear and Appropriate?	•	+1/-1
Formatting Correct?	•	+0/-1
Mechanics Correct?	•	+0/-1
Engagement Developed?	•	+1/+0
Total		
Overall Comments		

Descriptions of each category follow.

- Assigned Guidelines Met?—Does the paper appear in .doc, .docx, or .rtf format? Does it provide approximately 1,300 (+/- 25) words of expository prose?
- Relevant Topic Selected?—Does the paper center on a specific concept related to the theme of the course, as identified above?
- Thesis Clear and Appropriate?—Does the paper offer a cogent definition of its topic? Is it one that reflects consideration and investigation?
- Evidence Clear and Appropriate?—Does the paper offer documentary and/or sensory evidence to support its stated thesis? Is it of a sort that the presumed primary readership is likely to accept as valid? Is it in quantity sufficient that the presumed primary readership is likely to find it convincing?
- Explanations Clear and Appropriate?—Does the paper offer systemic explanation of how the provided evidence serves to support the paper's stated thesis? Is it of a sort that the presumed primary readership is likely to accept as valid? Is it of such an extent that the presumed primary readership is likely to find it convincing?

- Organization Clear and Appropriate?—Does the paper present its supporting points in a sensible, logical order (usually emphatic)? Does it provide clear explicit or implicit transitions among its points that indicate the relationships among those points? Does it move smoothly and sensibly within its supporting points?
- Introduction and Conclusion Clear and Appropriate?—Does the paper present an introduction that move well from the general topic to the specific? Does it offer a conclusion that moves forward from the asserted thesis in some useful way (i.e., avoids simple recapitulation of the argument made)?
- Formatting Correct?—Does the paper appear in double-spaced 12-point Garamond, Georgia, or Times New Roman typeface on letter-sized paper with one-inch margins? Are an appropriate title and heading provided? Are page numbers present, in their appropriate positions, and in the same typeface as the rest of the text?
- Mechanics Correct?—Does the paper adhere to the conventions of edited American English promulgated by the Modern Language Association of America and articulated in course materials? Does it evidence a level of diction and usage accordant with the likely expectations of the presumed primary readership?
- Engagement Developed?—As a sort of extra-credit item, does the paper avoid the use of trite and/or cliché phrasing? Does it offer some unusual perspective? Does it present materials in such a way as stand out favorably against common expectations for first-year college writing?