

Grading Rubric

The rubric that appears below will be applied to the RV and FV of each essay. Generally, the papers being assessed will be reviewed and a copy of the rubric filled out during the review. The copy will be emailed to the student as an attachment. Retaining copies of the paper and the rubric 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 are general in nature. That is, they identify systematic problems and make broad suggestions rather than offering line-by-line corrections.

All papers begin with a grade of C.

Assessment Category	Comments	Steps Yes/No
Assigned Guidelines Met?	•	+0/-3
Introduction Appropriate?	•	+1/-1
Thesis Clear and Appropriate?	•	+1/-1
Evidence Clear and Appropriate?	•	+1/-1
Explanations of Evidence Clear and Appropriate?	•	+1/-1
Conclusion Clear and Appropriate?	•	+1/-1
Organization 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? Is it approximately 1,300 words (± 25) in length? Is it a generally argumentative paper?
- Introduction Appropriate?—Does the paper offer context for the discussion it presents? Is it sufficient to allow a serious non-specialist reader to understand easily the context in which the discussion will occur?
- Thesis Clear and Appropriate?—Does the paper present a clear thesis that makes a claim about the function of a given work for a specific audience?
- Evidence Clear and Appropriate?—Does the paper present clear primary and secondary evidence that supports the thesis offered? Is the evidence of a sort likely to convince a serious non-specialist reader that it is valid? Is the evidence attested appropriately?

- Explanations of Evidence Clear and Appropriate?—Does the paper explain how the evidence serves to support the thesis? Does it do so in a way that allows a serious non-specialist reader to understand how the offered evidence functions to support the thesis?
- Conclusion Clear and Appropriate?—Does the paper motion to some end other than its own thesis, avoiding a repetition of the paper and moving instead into some indication of the utility of its argument?
- Organization Clear and Appropriate?—Does the paper move smoothly among and within its component parts, indicating the relationships among them? Does it allot space in such a way as privileges the argument being made? Does it offer supporting points in a convincing and appropriate order (likely to be emphatic)?
- Formatting Correct?—Does the paper appear in black, double-spaced, 12-point Garamond, Georgia, or Times New Roman font on letter-sized pages? Is its four-line heading flush left, the title centered horizontally, and the body flush left with first lines of paragraphs indented one-half inch from the left margin? Are page numbers in the margin at the top of the page at the right margin, preceded by the writer's surname, and in the same typeface as the rest of the paper? Is the ending Works Cited list in the same spacing and typeface? Is its caption centered horizontally on the first line of the page?
- Mechanics Correct?—Does the paper adhere to the standards of usage promulgated by the Modern Language Association of America and discussed during class time? Does it display a level of diction and variety of construction such as should be expected from students at the high end of lower division coursework?
- Engagement Developed?—As a sort of extra-credit offering, 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?