

English Department Grading Rubric. Created by the Composition Committee. In effect from the Fall 2011.

A paper that does not respond to the prompt: F

	THESIS	SUPPORT	ORGANIZATION	CRITICAL READING AND THINKING	LANGUAGE, SYNTAX, GRAMMAR
A	Thought-provoking Clearly Articulated	Concrete examples from various sources Insightful Ample Accurate Clearly Relevant	Well designed progression of ideas Well crafted transitions Effective introduction, body, and conclusion	Sophisticated understanding of reading(s) Addresses complexities Accurate citation	Controlled, precise use of language Varied sentence structure and vocabulary Grammar and spelling almost always correct
B	Clearly articulated	Sufficient examples from various sources Mostly accurate Relevant	Clear progression of ideas Clear transitions Clear introduction, body, and conclusion	Good understanding of reading(s) Avoids stereotypes Accurate citation	Appropriate use of language Good syntax and vocabulary Grammar and spelling mostly correct
C	Identifiable	Adequate Some inaccuracies Mostly relevant Vague examples Repetitions Some contradictions	Identifiable introduction, body, and conclusion Adequate transitions May be some digressions	Adequate understanding of reading(s) Relies on generalizations and/or stereotypes Mostly accurate citations	Adequate vocabulary Errors in grammar, syntax and spelling do not hinder understanding
D	Attempted	Minimal Logically flawed Inaccuracies	Attempted introduction, body, and conclusion Few transitions May be numerous digressions	Flawed understanding of reading(s) Oversimplifications Attempt at citation	Limited vocabulary Errors in grammar, syntax and spelling do hinder understanding
F	None Contradictory	Vague Irrelevant Many inaccuracies Extremely limited Non-existent	No introduction, body or conclusion Little to no transitions	Little to no understanding or reading(s) Little to no citation	Very limited vocabulary Errors in grammar, syntax and spelling severely hinder understanding

This rubric attempts to make the grading criteria clear to both students and professors. Professors will use common sense when applying the rubric. A paper that shows A work in Thesis, Support, Organization, Critical Reading and Thinking, but C work in Language Syntax and Grammar might reasonably receive an A- if it were a timed 90 minute in-class essay. If that same essay had the opportunity for at home revision, a B might reasonably be given.

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