

Basic Departmental Grading Rubric for Written Assignments

*Faculty may adapt, adding or removing characteristics and/or re-weighting components, as appropriate for individual assignments.

Student's Name: _____

Date: _____

Assignment: _____

Course: _____

4=A 3=B 2=C 1=D 0=U

Writing Characteristic	Performance Descriptions	Performance Level
Follows Directions	4= responds fully and appropriately to the assignment in timely fashion 3= responds reasonably well to assignment in timely fashion 2= responds acceptably to assignment in timely fashion 1= some significant failure to respond to assignment, or untimely 0= wholly fails to respond to assignment, and/or untimely	
Thesis	4= easily identifiable, clear and concise, insightful, and appropriate for assignment 3= identifiable, clear, and appropriate 2= somewhat difficult to identify, unclear, and/or slightly inappropriate for assignment 1= very difficult to identify, unclear, and/or inappropriate for assignment 0= unidentifiably, unclear, and/or wholly inappropriate for assignment	
Use of Evidence	4= appropriate source information (typically primary) used to support thesis and buttress all arguments made in essay, excellent integration of quoted/paraphrased material into writing. 3= appropriate source information used to support thesis and to buttress most arguments, good integration of sources into writing 2= sometimes weak use of source information (excessively secondary), inadequately supports thesis and/or sub-arguments, weak integration of quoted/paraphrased material into writing 1= very weak use of source information (excessively secondary), fails to support thesis and/or sub-arguments, very weak integration of material into writing 0= wholly failures to use sources appropriately	
Analysis, Logic and Argumentation	4= all ideas progress logically from an identifiable thesis, compelling justifications are offered to support thesis, counter-arguments are anticipated and addressed, appropriate connections are made to outside material 3= thesis is generally supported by logically compelling assertions and appropriate connections 2= insufficient support for some arguments, assertions are vague or lack focus, support offered is sometimes irrelevant, tangential or repetitive 1= lacks support for arguments, unfocused, uses irrelevant information to support thesis 0= wholly fails to related evidence to thesis statement	
Organization	4= coherent and clear, all paragraphs support thesis statement, each paragraph supports its topic sentence, excellent transitions 3= mostly coherent, generally supports thesis, good transitions 2= often lacks coherence, mixed support for thesis, transitions often missing or weak 1= incoherent, lacks support for thesis, transitions weak and often missing 0= wholly incoherent, unsupportive of thesis and lacking in transitions	
Mechanics (Grammar, Spelling, Language Usage, Sentence Structure, Citation Format)	4= excellent command of language, proper use of grammar/writing conventions, few to no misspelled words, correct word choice, excellent variety and complexity of sentence structure, uses proper citation format 3= good command of language, generally proper use of grammar/writing conventions, minimal misspelled words, largely good word choice, some variety and complexity in sentence structure, generally uses proper citation format 2= generally proper use of grammar/writing conventions, but with simple sentences generally lacking variety/complexity in structure, acceptable citation format 1= weak use of language, poor grammar, and numerous mechanical errors undermine coherence, weak citation format 0= extremely weak use of language/poor grammar, and pervasive errors seriously undermine coherence, improper citation format	
Grade		
Additional Comments:		

Understanding Letter Grades on Essay Assignments

*Faculty may adapt, adding or removing characteristics and/or re-weighting components, as appropriate for individual assignments.

A papers excel in each of the following categories:

Follows Directions:	<ul style="list-style-type: none"> responds fully and appropriately to the assignment in timely fashion
Thesis	<ul style="list-style-type: none"> easily identifiable, clear and concise, insightful, and appropriate for assignment
Use of Evidence	<ul style="list-style-type: none"> appropriate source information (typically primary) used to support thesis and buttress all arguments made in essay, excellent integration of quoted/paraphrased material into writing.
Analysis, Logic and Argumentation	<ul style="list-style-type: none"> all ideas progress logically from an identifiable thesis, compelling justifications are offered to support thesis, counter-arguments are anticipated and addressed, appropriate connections are made to outside material
Organization	<ul style="list-style-type: none"> coherent and clear, all paragraphs support thesis statement, each paragraph supports its topic sentence, excellent transitions
Mechanics (Grammar, Spelling, Language Usage, Sentence Structure, Citation Format)	<ul style="list-style-type: none"> excellent command of language, proper use of grammar/writing conventions, few to no misspelled words, correct word choice, excellent variety and complexity of sentence structure, uses proper citation format

B papers do a generally good job in each of the following categories:

Follows Directions	<ul style="list-style-type: none"> responds reasonably well to assignment in timely fashion
Thesis	<ul style="list-style-type: none"> identifiable, clear, and appropriate
Use of Evidence	<ul style="list-style-type: none"> appropriate source information used to support thesis and to buttress most arguments, good integration of sources into writing
Analysis, Logic and Argumentation	<ul style="list-style-type: none"> thesis is generally supported by logically compelling assertions and appropriate connections
Organization	<ul style="list-style-type: none"> mostly coherent, generally supports thesis, good transitions
Mechanics (Grammar, Spelling, Language Usage, Sentence Structure, Citation Format)	<ul style="list-style-type: none"> good command of language, generally proper use of grammar/writing conventions, minimal misspelled words, largely good word choice, some variety and complexity in sentence structure, generally uses proper citation format

C papers are acceptable, but lack strength, in each of the following categories:

Follows Directions	<ul style="list-style-type: none"> • responds acceptably to assignment in a timely fashion
Thesis	<ul style="list-style-type: none"> • somewhat difficult to identify, unclear, and/or slightly inappropriate for assignment
Use of Evidence	<ul style="list-style-type: none"> • sometimes weak use of source information (excessively secondary), inadequately supports thesis and/or sub-arguments, weak integration of quoted/paraphrased material into writing
Analysis, Logic and Argumentation	<ul style="list-style-type: none"> • insufficient support for some arguments, assertions are vague or lack focus, support offered is sometimes irrelevant, tangential or repetitive
Organization	<ul style="list-style-type: none"> • often lacks coherence, mixed support for thesis, transitions often missing or weak
Mechanics (Grammar, Spelling, Language Usage, Sentence Structure, Citation Format)	<ul style="list-style-type: none"> • generally proper use of grammar/writing conventions, but with simple sentences generally lacking variety/complexity in structure, acceptable citation format

D papers are weak in each of the following categories:

Follows Directions	<ul style="list-style-type: none"> • some significant failure to respond to assignment or untimely
Thesis	<ul style="list-style-type: none"> • very difficult to identify, unclear, and/or inappropriate for assignment
Use of Evidence	<ul style="list-style-type: none"> • very weak use of source information (excessively secondary), fails to support thesis and/or sub-arguments, very weak integration of material into writing
Analysis, Logic and Argumentation	<ul style="list-style-type: none"> • lacks support for arguments, unfocused, uses irrelevant information to support thesis
Organization	<ul style="list-style-type: none"> • incoherent, lacks support for thesis, transitions weak and often missing
Mechanics (Grammar, Spelling, Language Usage, Sentence Structure, Citation Format)	<ul style="list-style-type: none"> • weak use of language, poor grammar, and numerous mechanical errors undermine coherence, weak citation format

U papers are unacceptable, failing in each of the following categories:

Follows Directions	<ul style="list-style-type: none"> • wholly fails to respond to assignment given, and/or untimely
Thesis	<ul style="list-style-type: none"> • unidentifiably, unclear, and/or wholly inappropriate for assignment
Use of Evidence	<ul style="list-style-type: none"> • wholly failures to use sources appropriately
Analysis, Logic and Argumentation	<ul style="list-style-type: none"> • wholly fails to related evidence to thesis statement
Organization	<ul style="list-style-type: none"> • wholly incoherent, unsupportive of thesis and lacking in transitions
Mechanics (Grammar, Spelling, Language Usage, Sentence Structure, Citation Format)	<ul style="list-style-type: none"> • extremely weak use of language/poor grammar, and pervasive errors seriously undermine coherence, improper citation format