

SAMPLE GRADING RUBRIC FOR WRITTEN WORK

STUDENT:
GRADE

ESSAY COMPONENTS	F (0% - 49%) FAIL	D (50%– 59%) MINIMALLY ACCEPTABLE	C (60%– 69%) ACCEPTABLE	B (70% - 79%) GOOD	A (80% - 100%) EXCELLENT
THESIS	<ul style="list-style-type: none"> no evident thesis 	<ul style="list-style-type: none"> thesis difficult to identify vague thesis unrelated to argument central ideas or terms are undefined thesis incomplete, implausible or unconvincing 	<ul style="list-style-type: none"> thesis is rather general many important ideas or terms left undefined unclear statement of argument thesis presents only the obvious lacks originality 	<ul style="list-style-type: none"> usually clear and specific some ideas or terms left undefined some aspects of argument left unconsidered sound, but not novel 	<ul style="list-style-type: none"> clear, precise, thorough, and well-defined insightful and elegantly stated plausible and persuasive maybe unique and sophisticated
ORGANIZATION AND STRUCTURE	<ul style="list-style-type: none"> no transitions between ideas or paragraphs incoherent paragraphs (in part or whole) jumbled structure lack of planning and revision clearly evident 	<ul style="list-style-type: none"> transitions between ideas or paragraphs are confused or absent topics are not arranged logically into paragraphs paragraphs lack clearly defined ideas 	<ul style="list-style-type: none"> awkward or abrupt transitions between ideas or paragraphs some paragraphs or ideas are too weak or undeveloped some forced ideas more than one idea in a paragraph 	<ul style="list-style-type: none"> most paragraphs contain introductions, conclusions and/or transitions most paragraphs are definable, containing distinct units of thought there is generally a logical flow of argument 	<ul style="list-style-type: none"> transitions and connections between ideas and paragraphs are clear and smooth each paragraph contains distinct units of thought and are clearly introduced and concluded paragraph arrangements are logical and conducive to a persuasive argument
GRAMMAR AND STYLE	<ul style="list-style-type: none"> failure to follow writing conventions poor sentence structure frequent grammatical errors inappropriate word choice inappropriate tone 	<ul style="list-style-type: none"> few writing conventions observed major grammatical errors that should have been apparent during proofreading use of clichés and colloquialisms imprecise diction numerous instances of inappropriate or irrelevant argumentation and tone 	<ul style="list-style-type: none"> multiple, minor errors in adherence to writing conventions some major grammatical errors (subject-verb or tense agreement, comma splices, split infinitives) unclear, wordy, awkward or imprecise diction overly emotional or informal tone 	<ul style="list-style-type: none"> writing conventions are observed with minimal errors some problems with punctuation, grammar or style word choice is occasionally problematic some inconsistencies in tone not much variety in sentence structure 	<ul style="list-style-type: none"> all writing conventions are observed without error (margins, font size, spacing, citation style) very few or no errors in grammar, spelling, and punctuation sophisticated and persuasive tone and diction elegant and easy to read sentence structure

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USE OF EVIDENCE AND REFERENCING	<ul style="list-style-type: none"> lacks understanding of key concepts minimal or no use of relevant source materials evidence provided does not support argument not in APA format; No references and citations 	<ul style="list-style-type: none"> inadequate understanding of key concepts factual or conceptual errors confused or ineffectual use of source material as evidence little to no referencing, as per APA format 	<ul style="list-style-type: none"> basic understanding of some core ideas evident use of primary and secondary sources superficial or incorrect some work not referenced or cited, as per APA format 	<ul style="list-style-type: none"> evidence of a strong appreciation for the relevant research and concepts use of suitable primary and secondary sources some evidence of independent research that extends beyond classroom discussions and readings most work cited and referenced, as per APA format 	<ul style="list-style-type: none"> evidence of intimate familiarity with relevant research and concepts rich, detailed use of primary and secondary sources that supports argument use of sources extends classroom discussions and assigned readings All work cited and complete reference list; as per APA format
ANALYSIS	<ul style="list-style-type: none"> no evidence of analysis reliance on disconnected lists and inventories of data without interpretation misinformation or hearsay 	<ul style="list-style-type: none"> shallow analysis characterized by generalizations and statement of the obvious fails to include or relate evidence to main argument narration or description rather than analysis frequent digressions weak relationship between argument and evidence 	<ul style="list-style-type: none"> interpretation of issues digs just below the surface of the issue, but fails to grasp full relevance relationship between evidence and thesis is not always clearly defined 	<ul style="list-style-type: none"> analysis is cogent and multi-dimensional interpretation of evidence is balanced and insightful all relevant concepts are noted, examined and related to thesis critical stance evident 	<ul style="list-style-type: none"> isolates and defines most pressing questions identifies the scope of the issues at hand characterizes existing arguments and associated bodies of evidence evaluates, ranks and judges each component in defense of thesis accounts for complexities draws conclusions that unveil deeper, novel implications of the questions and issues
