

EngWr 300 Grading Rubric

An **A-level** paper:

- Formulates a strong sense of purpose and audience awareness; exhibits a consistent and appropriate persona; addresses the assignment with a challenging approach
- Formulates a thoughtful and analytical thesis; demonstrates a strong understanding of issues and ideas raised in the text
- Skillfully and logically organizes ideas using effective transitions to connect and develop ideas
- Employs a variety of support details and evaluates them through relevant analysis and careful reasoning; appropriately credits sources
- Demonstrates excellent control of MLA formatting—page set up, referencing of sources, works cited
- Employs superior control of grammar, sentence variety, word choice, and conventions of standard written English

A **B-level** paper:

- Demonstrates a clear sense of purpose and audience awareness; exhibits an appropriate persona; addresses the assignment with a meaningful approach
- Formulates a clear and logical thesis; demonstrates a clear understanding of issues and ideas raised in the text
- Clearly organizes ideas using appropriate transitions to connect ideas
- Demonstrates a variety of support details and evaluates them with analysis and reasoning; appropriately credits sources
- Demonstrates good control of MLA formatting—page set up, referencing of sources, works cited
- Demonstrates consistent control of grammar, sentence variety, word choice, and conventions of standard written English

A **C-level** paper:

- Demonstrates some awareness of purpose and audience though persona may be inconsistent; addresses the assignment
- Formulates a controlling idea though it may be too broad or too narrow; demonstrates a basic understanding of issues and ideas raised in the text
- Organizes ideas using transitions adequately to connect ideas though some connections may be unclear
- Demonstrates support and some analysis, but examples, details, and evidence may be irrelevant, obvious, or unexplained; credits sources
- Demonstrates adequate control of MLA formatting—page set up, referencing of sources, works cited
- Demonstrates adequate control of grammar, sentence variety, word choice, and conventions of standard written English, though it may be inconsistent

A **D-level** paper may:

- Show insufficient awareness of purpose, audience or persona; fail to address the assignment directly or clearly
- Set up a vague controlling idea; demonstrate minimal understanding of issues and ideas raised in the text
- Demonstrate formulaic or illogical organization of ideas and may not use, or use inappropriately, transitions to connect ideas
- Lack specific details, examples, and analysis to support general claims; misuse sources
- Demonstrates inadequate control of MLA formatting—page set up, referencing of sources, works cited
- Demonstrate inadequate control of standard written English; errors may distract or impede understanding

An **F-level** paper may:

- Lack purpose or audience awareness or both; fail to address assignment in any meaningful way
- Lack a thesis or controlling idea; fail to demonstrate understanding of issues and ideas raised in the text
- Display random or confusing organization of ideas; fail to connect ideas
- Lack relevant details, examples, and analysis to support general claims; neglect to use/credit sources
- Demonstrates little or no control of MLA formatting; may not use formatting at all
- Lack control of sentence focus or boundaries; serious and frequent errors impede understanding