

Rubric for Evaluating Writing

9=100% 8=94% 7=88% 6=82% 5=76% 4=70% 3=64% 2=58% 1=52%

9-8 – Superior papers deal thoroughly and well with the requirements of the assignment. They demonstrate close reading, understanding, and imaginative insight.

- A. THESIS is clear cut, providing focus for the remainder of the paper; indicates a precise reading of the assignment or question; provides thoughtful judgment as a result of analysis; obvious and emphatically placed within a developed, and precise, entirely relevant introduction. [Standard D, E]
- B. DEVELOPMENT is thorough, demonstrating clear and full unfolding of thesis, accurate and adequate support of thesis in examples, details, and quotations; indicates analytic ability and avoids mere summary. [Standard D, E]
- C. ORGANIZATION is apparent at the outset and accomplished in unified, fully developed, relevant paragraphs. [Standard A]
- D. COHERENCE is smoothly maintained between sentences and between paragraphs through a variety of means: using well-chosen linking words, key terms that refer to thesis, topic sentences with natural transitions, logical reasoning, pattern, progression, explanations. [Standard A, C, D]
- E. DICTION fresh and original, correct and apt; clear, concise, and accurate; language is subtle and effective. [Standard A, C, D]
- F. STYLE is achieved through a variety of sentence structures that effectively reinforce clear directive and purpose. [Standard A, C, D]
- G. MECHANICS & USAGE superior, errors minimal in sentence formation, spelling, punctuation, agreement, pronoun use, idioms, etc. [Standard A]

7 – Good, but thinner version of 8-9 papers

- A. THESIS clear; question or reading understood; point apparent within the introduction, but not so precise, outstanding or thoughtful.
- B. DEVELOPMENT of thesis is full but somewhat aimless; adequate examples, but not superbly used. Essay avoids summary.
- C. ORGANIZATION clear, but not clearly followed through; lacking in unity; some material extraneous though initially strong.
- D. COHERENCE overall satisfactory with smooth flow between sentences and between paragraphs, but with some minor weaknesses.

- E. DICTION clear, correct, but lacking in subtlety, excellence, or effectiveness; vocabulary weaker than 8-9's.
- F. STYLE lacks effective variety and maturity of 8-9 papers.
- G. MECHANICS and usage excellent, errors minimal.

Middle range papers

6-5— Any paper that does not meet FULL requirements of the question or assignment is automatically a “5” paper. Since papers are evaluated for what they do rather than for what they do not do, a paper may be raised one notch for being exceedingly well-written.

- A. THESIS expresses good judgment, but essay does not fully answer the question or cover the topic.
- B. DEVELOPMENT partial, somewhat repetitious, lacking full support. More summary than unfolding of evidence.
- C. ORGANIZATION indicated, but not clearly followed; unified, but underdeveloped.
- D. COHERENCE weakened by lack of transitions; few or no topic sentences or leads picking up key terms in the thesis.
- E. DICTION contains a few errors in idiom, lacks maturity or sufficient care, but clear.
- F. STYLE rather elementary, occasionally awkward, indicating lack of subordinating techniques that reflect logical thought.
- G. MECHANICS and usage basically sound with occasional lapses causing awkward reading, ambiguities, or confusions.

Lower range papers

4-3— These papers are below standard performance for this class in either understanding of material or in writing performance. They contain one or more of the following problems.

- A. THESIS lacking, or indicates major flaws in interpretation of the material or the assignment.
- B. DEVELOPMENT promised, but not carried through; followed by summary rather than evidence; generalizations repeated without support, though even in this category generalizations should indicate fair comprehension.

- C. ORGANIZATION not set up clearly or not followed in a logical or understandable manner.
 - D. COHERENCE lacking; few transitions; paper difficult to follow because of omissions or poor connections.
 - E. DICTION not clear or correct; vocabulary and expression weak.
 - F. STYLE immature, trite, full of inappropriate phrases or slang; sentence structure weak.
 - G. MECHANICS and usage awkward; errors frequent or gross; illiteracies and weak usage prevent communication.
- 2-1 A paper handed in with so many obvious errors, misunderstandings, or such flagrant carelessness that the paper deserves no serious consideration.**