

EngWr 102 Grading Rubric

An **A-level** paper:

- Addresses the assignment thoughtfully and analytically. Demonstrates a strong sense of purpose and audience awareness and shapes a consistent and appropriate persona.
- Demonstrates a strong understanding of the issues and ideas raised in the texts, effectively integrating and analyzing materials from the assigned texts.
- Demonstrates logical and skillful organization, using effective transitions to connect and develop ideas.
- Demonstrates strong development, providing specific details and compelling reasoning.
- Demonstrates superior control of grammar, sentence variety, word choice and conventions of standard written English with few minor errors.

A **B-level** paper:

- Addresses the assignment clearly and logically. Demonstrates a clear sense of purpose and audience awareness and exhibits an appropriate persona.
- Demonstrates a clear understanding of the issues and ideas raised in the texts as well as the ability to draw upon and analyze material from the assigned texts.
- Demonstrates clear and logical organization, using appropriate transitions to connect ideas.
- Demonstrates clear development, providing relevant details and reasoning.
- Demonstrates consistent control of grammar, sentence variety, word choice, and conventions of standard written English though there may be some minor errors.

A **C-level** paper:

- Addresses the assignment, establishing a controlling idea and identifiable purpose. Demonstrates some awareness of purpose and audience though persona may be inconsistent.
- Demonstrates basic understanding of the issues and ideas raised in the texts though it may draw upon materials from the assigned texts with minimal skill or minimal analysis.
- Demonstrates clear organization with few noticeable lapses, adequately connecting ideas.
- Demonstrates adequate development but may occasionally lack relevant specific details or reasoning.
- Demonstrates adequate control of grammar, sentence variety, word choice, and conventions of standard written English. Errors do not impede understanding.

A **D-level** paper may:

- Fail to address the assignment directly or clearly; may distort or wander from the assignment or simply summarize. Show insufficient awareness of purpose, audience, or persona.
- Demonstrate minimal understanding of the issues and ideas raised in the texts but may fail to draw upon material from the assigned texts or may do so with inadequate skill or analysis.
- Demonstrate inadequate organization, and may not use, or use inappropriately, transitions to connect ideas.
- Demonstrate formulaic or inadequate organization, and may not use, or use inappropriately, transitions to connect ideas.
- Demonstrate inadequate control of standard written English; errors may distract or impede understanding.

An **F-level** paper may:

- Fail to address the assignment in any meaningful way, or fails to address the assignment at all. Demonstrate a clear lack of purpose or audience awareness.
- Fail to demonstrate even minimal understanding of the issues and ideas raised in the texts and fail to draw upon material from the assigned texts or may do so with inadequate skill or analysis. Or fails to demonstrate any understanding of issues raised in the text or to draw from them at all.
- Display random or confusing organization and fail to connect ideas. May lack any organization at all.
- Lack development of a controlling idea and supporting detail. May fail to develop any controlling idea or provide any supporting ideas.
- Lack control of sentence focus or boundaries; serious and frequent errors impede understanding. Errors may even impede communication.