

## Grading Rubric – Written Assignment

### Written Assignment Rubric

Each category is weighted with all categories adding to 100%. The percentage of points earned in each category is multiplied by the product of the category weight times the total points possible to get the score. The scores are then added and divided by the total points possible for the exercise.

Category	Excellent (90-100%)	Good (80-89%)	Satisfactory (70-79%)	Inadequate (0-69%)	Score
<b>Conceptual</b> (Weight 50%)	Cogent analysis, shows command of interpretive and conceptual tasks required by assignment and course materials: ideas original, often insightful, going beyond ideas discussed in lecture and class.	Shows a good understanding of the texts, ideas and methods of the assignment; goes beyond the obvious; may have one minor factual or conceptual inconsistency.	Shows an understanding of the basic ideas and information involved in the assignment; may have some factual, interpretive, or conceptual errors.	Shows inadequate command of course materials or has significant factual and conceptual errors; confuses some significant ideas.	
<b>Development &amp; Support</b> (Weight 20 %)	Well-chosen examples; uses persuasive reasoning to develop and support thesis consistently; uses specific quotations, statistics, aesthetic details, or citations of scholarly sources effectively; logical connections between ideas are evident.	Pursues explanation and proof of thesis, consistently; develops a main argument with explicit major points, appropriate textual evidence and supporting detail.	Only partially develops the argument; shallow analysis; some ideas and generalizations undeveloped or unsupported; makes limited use of textual evidence; fails to integrate quotations appropriately; warrants missing.	Frequently only narrates; digresses from one topic to another without developing ideas or terms; makes insufficient or awkward use of textual evidence; relies on too few or the wrong type of sources.	
<b>Thesis</b> (Weight 10%)	Essay controlled by clear, precise, well defined thesis; is sophisticated in both statement and insight.	Clear, specific, arguable thesis central to the essay; may have left minor terms undefined.	General thesis or controlling idea; may not define several central terms.	Thesis vague or not central to argument; central terms not defined.	
<b>Structure</b> (Weight 10%)	Well-constructed paragraphs; appropriate, clear, and smooth transitions; arrangement of	Distinct units of thought in paragraphs controlled by specific, detailed, and arguable topic	Some awkward transitions; some brief, weakly unified or undeveloped paragraphs;	Simplistic, tends to narrate or merely summarize; wanders from one topic to another;	

	organizational elements seems particularly apt.	sentences; clear transitions between developed, cohering, and logically arranged paragraphs.	arrangement may not appear entirely natural; contains extraneous information.	illogical arrangement of ideas.	
<b>Language</b> (Weight 10%)	Uses sophisticated sentences effectively; usually chooses words aptly; observes professional conventions of written English and manuscript format; makes few minor or technical errors.	A few mechanical difficulties or stylistic problems (subject-verb agreement, dangling modifiers, etc.); may make occasional problematic word choices or syntax errors; a few spelling or punctuation errors or a cliché; usually presents quotations effectively, using appropriate format.	More frequent wordiness; unclear or awkward sentences; imprecise use of words or over-reliance on passive voice; some distracting grammatical errors (wrong verb tense, pronoun agreement, apostrophe errors, singular/plural errors, article use, preposition use, comma splice, etc.); makes effort to present quotations accurately.	Some major grammatical or proofreading errors (subject-verb agreement, sentence fragments, word form errors, etc.); language frequently weakened by clichés, colloquialisms, repeated inexact word choices; incorrect quotation or citation format.	
				<b>Total Score</b>	
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