<table>
<thead>
<tr>
<th>A-level work: Exceptionally strong</th>
<th>B-level work: Good to very strong</th>
<th>C-level work: Adequate and average</th>
<th>D-level work: Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td><strong>Content</strong></td>
<td><strong>Content</strong></td>
<td><strong>Content</strong></td>
</tr>
</tbody>
</table>
| Shows a mastery of all pertinent materials that is exceptional for students at this level.  
  • Comprehensively answers the prompt.  
  • Develops and supports highly sophisticated arguments with best evidence.  
  • Paragraphs mix various types of evidence (short quotes, data, & examples) from all relevant sources. | Shows a strong understanding of and ability to engage the course materials, including all relevant readings.  
  • Presents good evidence and examples in every paragraph  
  • Uses readings and class materials to support all arguments  
  • All content is relevant to the essay topic | Limited or uneven use of course materials.  
  • It’s hard to tell how closely some/most of the relevant reading materials are being reviewed.  
  • Major arguments are underdeveloped  
  • Uses insufficient or irrelevant examples  
  • Some content not linked to the essay topic; only part of the prompt addressed | Falls far short of college-level expectations.  
  • Inaccurately represents important facts.  
  • Little or no evidence of having reviewed relevant class materials or readings  
  • Uses poor, few, or no examples.  
  • Does not address the prompt.  
  • Random evidence/quotes used improperly |
| **Analysis**                      | **Analysis**                      | **Analysis**                      | **Analysis**      |
| Makes exceptionally compelling original arguments.  
  • The synthesis and evaluation of readings is sophisticated and goes well beyond class discussion or directly replicating reading arguments.  
  • Uses strong evidence and logic to support all arguments.  
  • The organization of the paper and each paragraph develops arguments logically. | Shows some originality and makes strong arguments with good evidence.  
  • All arguments are quite well developed, organized, and defended.  
  • The organization, logic, & evidence are consistently strong and developed so that the voice and logical argumentation of the student adds much to the paper’s ideas. | Writing, organization, & evidence show little-to-modest contemplation by author.  
  • Mostly just reproduces arguments from readings/class.  
  • Presents arguments that are not logically or compellingly developed.  
  • Quite limited engagement of the ideas and evidence in the relevant course materials. | Falls far short of college-level expectations.  
  • Completely deficient or inaccurate explanations of the relevant concepts, ideas, and arguments.  
  • Although they are properly cited, most or all of the ideas are not the student's own and are poorly stated at best.  
  • The paper show little/no evidence that the readings have been done, and they are not analyzed. |
| **Organization**                  | **Organization**                  | **Organization**                  | **Organization**  |
| There is a strong thesis, and the rest of the paper is systematically developed around it.  
  • The thesis and the paragraphs that build and defend the thesis are logically sequenced in the most effective way.  
  • Uses effective, elegant topic sentences.  
  • Paragraph length is appropriate.  
  • Has a clear and logical focus throughout paper and within all paragraphs. | Makes a coherent and easy-to-follow argument with small issues.  
  • Easy to follow the author’s main ideas and its clear why most paragraphs are where they are.  
  • Occasionally wanders from the central thesis and/or topic sentences  
  • Issues with the focus of paragraphs or the logical ordering of arguments | The organization makes the paper hard to follow.  
  • Lacks a strong thesis statement.  
  • Wanders from main argument.  
  • Many or most paragraphs don’t begin with a good topic sentence.  
  • Paragraphs aren’t tightly focused on their main points or that of the essay. | Falls far short of college-level expectations.  
  • Pays no attention to developing a logical and focused argument throughout the paper.  
  • Lacks a thesis statement/effective topic sentences.  
  • Paragraph breaks are random or missing; paragraphs are too long. |
| **Clarity**                       | **Clarity**                       | **Clarity**                       | **Clarity**       |
| Writing throughout the essay is always and exceptionally elegant and clear.  
  • Wording is precise and sophisticated  
  • Phrasing is smooth and elegant  
  • Uses transitions carefully  
  • Fully integrates evidence and quoted material | Writing is comprehensible but not consistently elegant.  
  • Sometimes careless in phrasing, word selection, transitions or syntax  
  • Many sentences/paragraphs easily could be rewritten in ways that would make the idea clearer or more elegant. | The writing is hard to follow.  
  • Grammar/wording, and/or logical flow of paragraphs are problematic to the point of making the writing difficult to follow in places.  
  • The paper’s tone, wordiness, or over/faux-sophistication distracts from what the author is trying to say. | Falls far short of college-level expectations.  
  • Writing is difficult to follow and most paragraphs need to be re-read to understand the basic point being made.  
  • Wildly excessive quotation (even when properly cited) means that much of the writing is not the student's work. |
| **Grammar & proofing**           | **Grammar & proofing**            | **Grammar & proofing**            | **Grammar & proofing** |
| Exceptionally well done.  
  • Has been meticulously proofread to ensure polished wording and elegance  
  • Consistently uses excellent grammar | Good to very good work.  
  • Has been proofread, but has small grammar or phrasing glitches on most pages.  
  • Very modest citation errors.  
  • Makes small errors in punctuation or citation/bibliography formatting. | Adequate work, but proof/cite much more carefully next time.  
  • Many grammar/phrasing issues that undermine readability; commas or semi-colons are used incorrectly.  
  • Inconsistently cites material, lacks page-specific cites, or has problems with bib. formatting. | Falls far short of college-level expectations.  
  • Does not appear to have been proofread.  
  • Little regard for correct capitalization or punctuation.  
  • Does not cite material or lacks bibliography.  
  • Uses or cites none/just a fraction of the most relevant sources.  
  • Review my online handout on citation, which includes citing elec. sources. |
| **Citation**                     | **Citation**                     | **Citation**                     | **Citation**      |
| Citations and bib. as required  
  • Uses correct citation style |  |  |  |

Name: ___________________  Assignment: ___________________  Final Grade: ______________

Comments: ______________________________________________________________________________________________________________________