

Name _____

Period _____

Letter Grades	Conceptual	Thesis	Development and Support	Structuring/Organization	Language
A	<p>offers 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</p> <p>essay controlled by clear, precise, well-defined thesis: is sophisticated in both statement and insight</p> <p>well-chosen examples; persuasive reasoning used to develop and support thesis consistently: uses quotations and citations effectively; causal connections between ideas are evident</p> <p>appropriate, clear and smooth transitions; arrangement of paragraphs seems particularly apt</p> <p>uses sophisticated sentences effectively; usually chooses words aptly; observes conventions of written English and manuscript format; makes few minor or technical errors</p>				
B	<p>shows a good understanding of the texts, ideas and methods of the assignment; goes beyond the obvious; may contain one minor factual or conceptual inconsistency</p> <p>clear, specific, argumentative thesis central to the essay; may have left minor terms undefined</p> <p>pursues thesis consistently: develops a main argument with clear major points and appropriate textual evidence and supporting detail; makes an effort to organize paragraphs topically</p> <p>distinct units of thought in paragraphs controlled by specific and detailed topic sentences; clear transitions between developed, cohering, and logically arranged paragraphs that are internally cohesive</p> <p>some mechanical difficulties or stylistic problems; may make occasional problematic word choices or awkward syntax errors; a few spelling or punctuation errors or cliché; usually presents quotations effectively</p>				
C	<p>shows an understanding of the basic ideas and information involved in the assignment; may contain some factual, interpretive, or conceptual errors</p> <p>general thesis or controlling idea; may not define several central terms</p> <p>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</p> <p>some awkward transitions; some brief, weakly unified or undeveloped paragraphs; arrangement may not appear entirely natural; contains extraneous information</p> <p>more frequent wordiness; several unclear or awkward sentences; imprecise use of words or over-reliance on passive voice; one or two major grammatical errors (subject-verb agreement, comma splice, etc.); effort to present quotations accurately</p>				
D	<p>shows inadequate command of course materials or contains significant factual and conceptual errors; does not respond directly to the demands of the assignment; confuses some significant ideas</p> <p>thesis vague or not central to argument; central terms not defined</p> <p>frequently only narrates; digresses from one topic to another without developing ideas or terms; makes insufficient or awkward use of textual evidence</p> <p>simplistic, tends to narrate or merely summarize; wanders from one topic to another; illogical arrangement of ideas</p> <p>some major grammatical or proofreading errors (subject-verb agreement; sentence fragments); language marred by clichés, colloquialisms, repeated inexact word choices; inappropriate quotations or citations format</p>				
F	<p>writer has not understood lectures, readings, discussion, or assignment</p> <p>no discernible thesis</p> <p>little or no development; may list facts or misinformation; uses no quotations or fails to cite sources or plagiarizes</p> <p>no transitions; incoherent paragraphs; suggests poor planning or no serious revision</p> <p>numerous grammatical errors and stylistic problems seriously distract from the argument</p>				