

<b>A=Sophisticated (250-225 points)</b>	<b>B=Advanced (224-200 points)</b>	<b>C=Competent (199-175 points)</b>	<b>D= Weak in one or more areas (174-150 points)</b>	<b>E=Fails in one or more areas (149-100 points)</b>
<b>Content/Ideas:</b>				
-Consistently analytical focus -Analysis is thought-provoking and original -Shows critical thinking that teaches the reader something	-Shows critical thinking which moves beyond simple summary, description, or personal expression -A thorough analysis that goes beyond the obvious	-Analysis is clear but general or obvious -Reading is often at the surface level even though the ideas are often interesting	-Analysis misreads or is vague -Discussion wanders or is unfocused -Reading relies on generalities about text or summary	-Discussion simplistic or completely unfocused -Relies on sweeping generalizations -Analysis is illogical or misrepresents
<b>Purpose:</b>				
-The thesis is complex and can be easily identified	-Thesis is clear and assertive	-Thesis is clear and appropriate	-Thesis is vague	-Lacks thesis or sense of purpose
<b>Organization:</b>				
-Naturally develops logically from one point to the next -Each point supports and develops the thesis -Intro orients the reader and makes us want to read on; conclusion helps us understand why the topic matters	-Develops logically from one point to the next -Each point supports the thesis -Intro orients the reader; conclusion sums up in a "new way"	-Logical organization with clear beginning, middle, and end -Body paragraphs address separate claims in support of thesis -Intro orients the reader; conclusion sums up	-Inconsistent or confusing pattern of organization -Starts and ends abruptly, or intro and conclusion are too vague/general -more than one idea/claim per paragraph	-Lack of organization -Reader feels confused/lost -Failed or no attempt at intro and conclusion
<b>Development:</b>				
-Outstanding evidence and explanation in support of each claim -Shows inferential thinking with maturity of thought	-Convincing evidence and explanation in support of each claim -Shows inferential thinking	-Clear attempts to explain the thinking that links the evidence to the claims -Appropriate evidence in support of claims in each body paragraph	-Confusing or inadequate evidence -Lack of explanations or confusing explanations that link evidence to claims	-Lack of evidence -No inferential thinking that links evidence to claims
<b>Style/Word Choice:</b>				
-Precise and clear use of language -Smooth, fluid readable style	-Specific and clear use of language -Readable and confident style	-Correct and clear use of language -Style is clear but inconsistent or sometimes vague	-Style seems inappropriate for the audience or is unclear -language use inhibits understanding	-Unclear, incoherent, or non-standard use of language -No sense of audience
<b>Mechanics/Sentence Structure:</b>				
-Sentences are varied and forceful -Uses standard grammar and correct sentence structure -citations and works cited correct	-No distracting patterns of error -Sentences clear, correct and varied -citations and works cited correct	-Few distracting patterns of error -Sentences clear but need more variation -citations and works cited mostly correct	-Distracting patterns of error -Sentence structure unclear/confusing -citations and works cited consistently incorrect	-Patterns of error are so distracting they inhibit understanding -Sentences lack proper structure -lacks citations or works cited

Essay Grade: \_\_\_\_\_

Point Value: \_\_\_\_\_

Total points so far: \_\_\_\_\_

## COMPOSITION SCORING GUIDELINE

Clear Competence									
Content		Organization		Vocabulary		Language Use		Mechanics	
30 to 25	<ul style="list-style-type: none"> <li>●message/point of view extremely clear</li> <li>●substantive</li> <li>●thorough development of thesis</li> <li>●relevant to question</li> </ul>	15 to 12	<ul style="list-style-type: none"> <li>●clear intro, body, conclusion</li> <li>●succinct, cohesive, logical sequencing</li> <li>●clear differentiation between main ideas and support</li> </ul>	20 to 16	<ul style="list-style-type: none"> <li>●sophisticated range</li> <li>●effective word/idiom choice and usage, word form mastery</li> <li>●appropriate register</li> </ul>	30 to 25	<ul style="list-style-type: none"> <li>●effective complex constructions</li> <li>●virtually no global errors</li> <li>●there may be a few minor grammatical errors per page</li> </ul>	5	<ul style="list-style-type: none"> <li>●demonstrates mastery of conventions</li> <li>●few errors of spelling, punctuation, capitalization, or paragraphing</li> </ul>
Developing Competence									
24 to 21	<ul style="list-style-type: none"> <li>●message/point of view clear</li> <li>●adequate range</li> <li>●limited development of thesis</li> <li>●mostly relevant to topic but lacks detail</li> </ul>	11 to 10	<ul style="list-style-type: none"> <li>●identifiable intro, body, conclusion</li> <li>●loosely organized, but main ideas stand out</li> <li>●somewhat choppy</li> <li>●logical but incomplete sequencing</li> </ul>	15 to 13	<ul style="list-style-type: none"> <li>●adequate range</li> <li>●occasional errors of word/idiom form, choice, usage, but meaning not obscured</li> </ul>	24 to 21	<ul style="list-style-type: none"> <li>●virtual mastery of simple constructions</li> <li>●minor problems in complex constructions</li> <li>●several local errors per page, but meaning is seldom obscured</li> <li>●few global problems per page</li> </ul>	4	<ul style="list-style-type: none"> <li>●occasional errors in spelling, punctuation, capitalization, paragraphing, but meaning not obscured</li> </ul>

▲▲-----ABOVE INDICATES DEVELOPING COMPETENCE-----BELOW INDICATES LACK OF COMPETENCE-----▼▼

Suggests Lack of Competence									
20 to 17	<ul style="list-style-type: none"> <li>●message/point of view somewhat obscure</li> <li>●little substance</li> <li>●inadequate development of thesis</li> </ul>	9 to 8	<ul style="list-style-type: none"> <li>●unclear organizational structure</li> <li>●ideas seems disconnected</li> <li>●lacks logical sequencing or development</li> </ul>	12 to 11	<ul style="list-style-type: none"> <li>●limited range</li> <li>●frequent errors of word/idiom form, choice, usage</li> <li>●meaning confused or obscured</li> </ul>	20 to 17	<ul style="list-style-type: none"> <li>●major problems in simple/complex constructions</li> <li>●frequent global and local errors</li> <li>●meaning is obscured but not unintelligible</li> </ul>	3	<ul style="list-style-type: none"> <li>●frequent errors of spelling, punctuation, capitalization, paragraphing</li> <li>●poor handwriting</li> <li>●meaning confused or obscured</li> </ul>
Clear Lack of Competence									
16 to 13	<ul style="list-style-type: none"> <li>●no clear message/point of view</li> <li>●non-substantive, not pertinent</li> <li>●OR not enough to evaluate</li> </ul>	7 to 6	<ul style="list-style-type: none"> <li>●no organizational structure</li> <li>●OR not enough to evaluate</li> </ul>	10 to 7	<ul style="list-style-type: none"> <li>●essentially translation</li> <li>●little knowledge of English vocabulary, idioms, word form</li> <li>●OR not enough to evaluate</li> </ul>	16 to 13	<ul style="list-style-type: none"> <li>●virtually no mastery of sentence construction rules</li> <li>●dominated by errors</li> <li>●does not communicate</li> <li>●OR not enough to evaluate</li> </ul>	2	<ul style="list-style-type: none"> <li>●no mastery of conventions</li> <li>●dominated by errors of spelling, punctuation, capitalization, paragraphing</li> <li>●handwriting illegible</li> <li>●OR not enough to evaluate</li> </ul>

**Grading Checklist**  
**(in order of importance)**

<b>Content/Ideas:</b>	<b>Superior</b>	<b>Good</b>	<b>Average</b>	<b>Poor</b>	<b>Failing</b>
The essay has an analytical focus that meets the requirements for the assignment					
The essay shows critical thinking which moves beyond simple summary, description, or personal expression.					

<b>Purpose:</b>	<b>Superior</b>	<b>Good</b>	<b>Average</b>	<b>Poor</b>	<b>Failing</b>
The thesis, or main point, of the essay, can be easily identified.					
Each of the paper's main points serves to support and develop the thesis.					

<b>Organization:</b>	<b>Superior</b>	<b>Good</b>	<b>Average</b>	<b>Poor</b>	<b>Failing</b>
Reader can follow the essay's development from one point to the next.					
The essay has an interesting introduction and a solid conclusion.					

<b>Development:</b>	<b>Superior</b>	<b>Good</b>	<b>Average</b>	<b>Poor</b>	<b>Failing</b>
Main points are supported by explanation, detail, and example.					
Summary and description help the reader to understand the analysis without dominating the paper.					

**Style/Word Choice:**                      **Superior**    **Good**                      **Average**    **Poor**                      **Failing**  
The vocabulary is interesting, varied, and used correctly.  
Style and tone are appropriate for the topic and audience.

**Mechanics/Sentence Structure:**    **Superior**    **Good**                      **Average**    **Poor**                      **Failing**  
Sentences are clear and varied in length and style.  
The writer has used standard grammar and correct sentence structure to convey his/her points clearly.

**Process Checklist**

Paper went through multiple drafts and changed significantly between the first and the last draft	
Writer used peer review as part of revision	
Paper was submitted on time	
Paper meets length and format requirements	

**Summative Comments:**

**Grade:**

Name of writer:

**PERSUASIVE ESSAY GRADING RUBRIC**

Criteria

Score	Level	
25-22		<b>Excellent to Very Good:</b> clearly identifiable thesis; introduces the topic very clearly; keen presentation of the thesis statement and underlying major points without getting into details; the introduction interests the reader to read the argument; the conclusion makes the reader understand why the argument matters.
21-18		<b>Good to Adequate:</b> thesis recognizable; topic is introduced; major points/ thesis are relatively clear; some points too general; introduction is somewhat effective; the side of the author is somewhat clear; the conclusion does more than summarize.
17-11		<b>Fair to Poor:</b> thesis unclear or too general to be affective; introduction is not very appealing; lacks clear definition of topic; the major points are unclear or insignificant; the introduction not effective; the conclusion sums up.
10-		<b>Falling:</b> no identifiable purpose; does not include the necessary parts if an introduction; the major points of the argument are missing; intro is too general ; the conclusion is too general or lacks a conclusion.
25-22		<b>Excellent to Very Good:</b> logically sequenced to highlight inquiry of issue; exemplary internal and external paragraph unity and cohesion; connections between points is clear; transitions competently used to aid development.
21-18		<b>Good to Adequate:</b> logical but incomplete sequencing; somewhat loosely ordered - main supporting ideas expressed; average paragraph unity and cohesion; connections between points unclear; transitions aid reading.
17-11		<b>Fair to Poor:</b> lacks logical sequencing; major confused or disconnected; transition use attempted but unclear.
10-		<b>Falling:</b> completely lacks ordering mechanism; lacks notion of paragraphing; development of ideas severely restricted; transitions and connections missing.
25-22		<b>Excellent to Very Good:</b> each paragraph has a strong claim that supports the thesis; each claim is supported with relevant quotes, paraphrases, or examples; author clearly explains the connection between the support and the claim. Chooses between quoting and paraphrasing skillfully.
21-18		<b>Good to Adequate:</b> each paragraph has a claim that supports the thesis; each claim is supported with quotes, paraphrases, or examples; author explains the connection between the support and the claim. Sometimes quotes when paraphrasing is more appropriate, or vice versa.
17-11		<b>Fair to Poor:</b> difficult to identify claims or claims are not relevant to the thesis; weak or irrelevant support from sources, or support from sources dominates the paragraph with no explanation; weak explanation.
10-		<b>Excessive quoting or paraphrasing with no good reason, or lacks support from other sources.</b> <b>Falling:</b> no clear claim; some plagiarized ideas; lacks support from sources; no explanation. Plagiarizes supporting material.
25-22		<b>Excellent to Very Good:</b> demonstrates mastery of conventions; few errors in grammar, spelling, punctuation, capitalization, paragraphing, citation, double-spacing, font; no confusion due to mechanical mistakes. Documentation done correctly.
21-18		<b>Good to Adequate:</b> occasional errors in grammar, spelling, punctuation, capitalization, paragraphing, citation, double-spacing, font; meaning not obscured. Documentation mostly correct.
17-11		<b>Fair to Poor:</b> frequent errors of grammar, spelling, punctuation, capitalization, paragraphing, citation, double-spacing, font; meaning confused or obscured. Documentation incorrect, but is present.
10-		<b>Falling:</b> no mastery of conventions; dominated by errors in grammar, spelling, punctuation, capitalization, paragraphing, citation, double-spacing, font; meaning unidentifiable. Lacks documentation.
<b>Total (% 100):</b>		
<b>Grade:</b>		

Name of writer: \_\_\_\_\_

**COMPARATIVE SUMMARY ESSAY GRADING RUBRIC**

	Score	Level	Criteria
<b>INTRODUCTION</b>		20-18	<b>Excellent to Very Good:</b> clearly identifiable topic; introduces the articles (titles and authors) very clearly; keen presentation of the thesis statements and underlying major points without getting into details, but showing the differences and similarities between the readings; the introduction interests the reader to read the comparison.
		17-14	<b>Good to Adequate:</b> topic recognizable; the authors and the titles are in the introduction; major points/ theses are relatively clear; some points too detailed; introduction is somewhat effective; the differences between the texts and the approach in their discussion is somewhat clear.
		13-10	<b>Fair to Poor:</b> topic unclear; introduction is not very appealing; lacks the name of authors and/ or the titles of the texts; the major points of difference are unclear or insignificant; the introduction not effective.
		9-	<b>Failing:</b> no identifiable purpose; does not include the necessary parts if an introduction; the major points of the articles, the name of the authors and the titles are missing; too general mention of the texts without showing the direction of comparison.
<b>ORGANIZATION</b>		25-22	<b>Excellent to Very Good:</b> logically sequenced to highlight inquiry of issue; exemplary internal and external paragraph unity and cohesion; connections between points of comparison and examples clear; transitions competently used to aid development.
		21-18	<b>Good to Adequate:</b> logical but incomplete sequencing; somewhat loosely ordered - main supporting ideas expressed; average paragraph unity and cohesion; connections between points of comparison and issue unclear; transitions aid reading;
		17-11	<b>Fair to Poor:</b> lacks logical sequencing; major points of comparison and ideas relating to issue and comparison of articles confused or disconnected; transition use attempted but unclear.
		10-	<b>Failing:</b> completely lacks ordering mechanism; lacks notion of paragraphing; development of ideas severely restricted; transitions and connections missing.
<b>DEVELOPMENT</b>		30-27	<b>Excellent to Very Good:</b> highly effective use of summarizing and comparison techniques - examples of major and minor supporting points from the articles show the differences and similarities between the writers' arguments; examples neither too detailed nor too general; excels in paraphrasing.
		26-23	<b>Good to Adequate:</b> somewhat effective use of summarizing and comparison techniques - moderate choice of examples from the texts to compare the two articles and the arguments in them; too much detailing or too much generalization causes distraction; somewhat wordy and confusing paraphrases.
		22-19	<b>Fair to Poor:</b> important information about the articles missing due to inefficient choice of points of comparison from the texts in terms of major and supporting points; writers' ideas are overshadowed by misleading interpretation or inclusion of personal or irrelevant points not found in the articles; some attempt of plagiarism.
		18-	<b>Failing:</b> no effective summary skills; mostly plagiarized ideas organized in an ineffective way; the major supporting points, points of comparison, and the writers' claims and examples are ignored; irrelevant personal additions.
<b>MECHANICS</b>		20-18	<b>Excellent to Very Good:</b> demonstrates mastery of conventions; few errors in grammar, spelling, punctuation, capitalization, paragraphing, citation, double-spacing, font; no confusion due to mechanical mistakes.
		17-14	<b>Good to Adequate:</b> occasional errors in grammar, spelling, punctuation, capitalization, paragraphing, citation, double-spacing, font; meaning not obscured.
		13-10	<b>Fair to Poor:</b> frequent errors of grammar, spelling, punctuation, capitalization, paragraphing, citation, double-spacing, font; meaning confused or obscured.
		9-	<b>Failing:</b> no mastery of conventions; dominated by errors in grammar, spelling, punctuation, capitalization, paragraphing, citation, double-spacing, font; meaning unidentifiable.
<b>FINAL FOLDER</b>		5 3 1	<b>Complete</b> (2 copies of first draft, 2 copies of final draft, and a copy of each article in folder) <b>Partially complete</b> (final draft and 2 of the required assignments) <b>Incomplete</b> (lacking most of the requirements for the final draft folder)
<b>Total (%100):</b>			<b>Overall comments:</b>
<b>Grade:</b>			

Order:		
Form 1-1002:	Служба безопасности	
ORDER PAGE	1	Introduction (purpose and scope of the document)
	2	Structure (list of sections and their order)
	3	References (list of documents and their codes)

MEASURES	07	General measures (purpose, objectives, scope)
	12-10	Measures for the protection of information (classification, marking, storage, transmission)
	12-14	Measures for the protection of communication (encryption, secure channels, authentication)
	20-12	Measures for the protection of personnel (background checks, security training, access control)

DELEGATIONS	10	Delegation of authority (responsibilities, powers, limits)
	23-10	Delegation of authority for the protection of information (classification, marking, storage, transmission)
	23-14	Delegation of authority for the protection of communication (encryption, secure channels, authentication)
	20-12	Delegation of authority for the protection of personnel (background checks, security training, access control)

ORGANIZATION	107	Organizational structure (departments, units, positions)
	13-11	Organizational structure for the protection of information (classification, marking, storage, transmission)
	23-10	Organizational structure for the protection of communication (encryption, secure channels, authentication)
	20-12	Organizational structure for the protection of personnel (background checks, security training, access control)

IMPLEMENTATION	07	Implementation of general measures (purpose, objectives, scope)
	12-10	Implementation of measures for the protection of information (classification, marking, storage, transmission)
	12-14	Implementation of measures for the protection of communication (encryption, secure channels, authentication)
	20-12	Implementation of measures for the protection of personnel (background checks, security training, access control)

Order:	1002	Служба безопасности
Служба безопасности		
Служба безопасности		

Name of writer:

**ARTICLE SUMMARY GRADING RUBRIC**

	Score	Level	Criteria
<b>INTRODUCTION</b>		20-18	<b>Excellent to Very Good:</b> clearly identifiable purpose; introduces the article (title and author) very clearly; keen explanation of the thesis statement and underlying major points without getting into details; the introduction interests the reader to further learn about the article and the topic.
		17-14	<b>Good to Adequate:</b> purpose recognizable; the author and the title are in the introduction; major point/ thesis is relatively clear; some points too detailed; introduction is somewhat effective.
		13-10	<b>Fair to Poor:</b> purpose blurred; introduction is not very appealing; lacks the name of author and/ or the title of the text; the major point is unclear and the topic is confusing; introduction not effective.
		9-	<b>Failing:</b> no identifiable purpose; does not include the necessary parts if an introduction; the major point of the article, the name of the author and the title are missing; too many complicated details.
<b>ORGANIZATION</b>		25-22	<b>Excellent to Very Good:</b> logically sequenced to highlight inquiry of issue; exemplary internal and external paragraph unity and cohesion; connections between issue and examples clear; transitions competently used to aid development.
		21-18	<b>Good to Adequate:</b> logical but incomplete sequencing; somewhat loosely ordered - main supporting ideas expressed; average paragraph unity and cohesion; connections between examples and issue unclear; transitions aid reading;
		17-11	<b>Fair to Poor:</b> lacks logical sequencing; major points and ideas relating to issue and examples from the article confused or disconnected; transition use attempted but unclear.
		10-	<b>Failing:</b> completely lacks ordering mechanism; lacks notion of paragraphing; development of ideas severely restricted; transitions and connections missing.
<b>DEVELOPMENT</b>		30-27	<b>Excellent to Very Good:</b> highly effective use of summarizing techniques - examples of major and minor supporting points from the article show the writer's related thoughts/feelings and claims; examples neither too detailed nor too general; excels in paraphrasing.
		26-23	<b>Good to Adequate:</b> somewhat effective use of summarizing techniques - moderate choice of examples from the text to show the writer's main points and supporting ideas; too much detailing or too much generalization causes distraction; somewhat wordy and confusing paraphrases.
		22-19	<b>Fair to Poor:</b> important information about the article missing due to inefficient choice of examples from the text in terms of major and supporting points; writer's ideas are overshadowed by misleading interpretation; includes personal or irrelevant points not found in the article; some attempt of plagiarism.
		18-	<b>Failing:</b> no effective summary skills; mostly plagiarized ideas organized in an ineffective way; the major supporting points and the writer's claims and examples are ignored; irrelevant personal additions.
<b>MECHANICS</b>		20-18	<b>Excellent to Very Good:</b> demonstrates mastery of conventions; few errors in grammar, spelling, punctuation, capitalization, paragraphing, double-spacing, font; no confusion due to mechanical mistakes.
		17-14	<b>Good to Adequate:</b> occasional errors in grammar, spelling, punctuation, capitalization, paragraphing, double-spacing, font; meaning not obscured.
		13-10	<b>Fair to Poor:</b> frequent errors of grammar, spelling, punctuation, capitalization, paragraphing, double-spacing, font; meaning confused or obscured.
		9-	<b>Failing:</b> no mastery of conventions; dominated by errors in grammar, spelling, punctuation, capitalization, paragraphing, double-spacing, font; meaning unidentifiable.
<b>FINAL FOLDER</b>		5 3 1	<b>Complete</b> (2 copies of first draft, 2 copies of final draft, outline, and copy of the article in folder) <b>Partially complete</b> (final draft and 2 of the required assignments) <b>Incomplete</b> (lacking most of the requirements for the final draft folder)
<b>Total score</b>			
%100			
% 20:			
<b>Grade:</b>			<b>Overall comments:</b>



## Grading Rubric for Textual Analysis Essay

\* Please circle the best description of your essay for each category and submit with the final draft.

Area	Excellent (9 - 10)	Good (8)	Adequate (7)	Poor (6)	Failing (<5)
Introduction/ Title (10 pts)	Attracts interest; introduces content of essay; narrow, focused thesis explaining how "aspect" leads to interpretation	Introduces content of essay, clear thesis	Formulaic introduction with vague or un insightful thesis	Thesis either lacking or outwardly confusing, intro short and vague	No introduction
Content (30 pts)	In-depth analysis of text and choices author made. Analysis multi-dimensional and detailed (e.g. language, organization, audience). Teaches reader something.	Consistently analyzes "aspect," logical reasoning and textual evidence support claims. Thesis is proven and interpretation supported.	Understands text, elaborates on the aspect. Some evidence provided. Connection of evidence to claim ("warrant") not always given. Unoriginal.	Restates class discussion. Focus unclear. Insufficient evidence to support claims.	No interpretation, analysis, or evidence.
Conclusion (5 pts)	Ties the essay together. Memorable, interesting.	Brings a sense of finality to the paper.	Summarizes the paper.	Conclusion vague or non-existent.	What conclusion?
Organization (20 pts)	Organization (within essay and paragraphs) is clear, sense of progression and emphasis. Transitions tell reader how each paragraph connects to the thesis. Quotes well-integrated.	Organization and sense of progression. Good transitions.	Clearly organized, easy to follow. Transitions	Hard to follow, no transitions	No apparent organization; causes teacher to cry out in anguish.
Language (20 pts)	Sophisticated use of language	Precise, effective use of language	Clear prose	Confusing Prose	Vague, confusing
Usage/Mechanics (10 pts)	In accord with standard usage (<1 error/page)	No serious deviations from standard usage (1-2 errors/page)	Few deviations from standard usage (2-3 errors/page)	Generally sloppy	Impossible to understand
Format (5 pts)	Cover page, title, page numbers, 1" margins, double spaced, 12 pt, MLA citations	Missing one of the requirements	Missing two of the requirements	Missing three of the requirements	Missing four or more of the requirements
Essay Grade: Total number of points X 2 (200 points possible)					
Peer Review Grade: (20 points possible)					
Unit 1 reader response (50 points possible)					

## Grading Rubric for Text in Context Essay

\* Please circle the best description of your essay for each category and submit with the final draft.

Area	Excellent (9 - 10)	Good (8)	Adequate (7)	Poor (6)	Failing (<5)
Introduction/ Title (10 pts)	Attracts interest; introduces content of essay; narrow, focused thesis explaining how integration of context leads to interpretation of text	Introduces content of essay, clear thesis	Formulaic introduction with vague or un insightful thesis	Thesis either lacking or outwardly confusing, intro short and vague	No introduction
Content (35 pts)	In-depth analysis of text and choices author made. Analysis multi-dimensional and detailed (e.g. language, organization, audience). Context provides insight into text.	Consistently analyzes text. Logical reasoning and textual evidence support claims. Thesis is proven and context supports interpretation.	Understands text, some evidence provided. Context discussed. Connection of evidence to claim not always given. Unoriginal.	Focus unclear. Insufficient evidence to support claims. Relevance of context unclear.	No interpretation, analysis, evidence, or context.
Integration of sources (10 points)	Skillful and varied use of outside sources to support argument. Relevance clear, quotes introduced and integrated.	Variety of summary, paraphrase, and quotation integrated into argument.	Summary, paraphrase, and quotation used effectively.	Summary, paraphrase, quotation not used effectively. Scant outside sources.	No outside sources or sources irrelevant.
Conclusion (10 pts)	Ties the essay together. Memorable, interesting.	Brings a sense of finality to the paper.	Summarizes the paper.	Conclusion vague or non-existent.	What conclusion?
Organization (20 pts)	Organization (within essay and paragraphs) is clear, sense of progression and emphasis. Transitions tell reader how each paragraph connects to the thesis. Quotes & context well-integrated.	Organization and sense of progression. Good transitions.	Clearly organized, easy to follow. Transitions	Hard to follow, no transitions	No apparent organization; causes teacher to cry out in anguish.
Language (20 pts)	Sophisticated (precise, formal vocabulary, varied sentence length)	Precise, effective use of language	Clear prose	Confusing Prose	Vague, confusing
Usage/Mechanics (10 pts)	In accord with standard usage (<1 error/page)	No serious deviations from standard usage (1-2)	Few deviations from standard usage (2-3)	Generally sloppy	Impossible to understand
Format (10 pts)	Cover page, title, page numbers, 1" margins, double spaced, 12 pt, MLA citations - in text and bibliography	Missing one of the requirements, some minor mistakes in citation.	Missing two of the requirements, several citation errors	Missing three of the requirements, citations incorrect	Missing four or more of the requirements
Essay Grade: Total number of points X 2 (250 points possible)		Unit 2 reader response (70 points possible, incl. extra credit)			
Peer Review Grade: (20 points)		Presentation (40 points possible)			

## Grading Rubric for Cultural Context Essay

\* Please circle the best description of your essay for each category and submit with the final draft.

Area	Excellent (9 - 10)	Good (8)	Adequate (7)	Poor (6)	Failing (<5)
Introduction/ Title (10 pts)	Attracts interest; introduces content of essay; narrow, focused thesis explaining how integration of context leads to interpretation of text	Introduces content of essay, clear thesis	Formulaic introduction, vague or un insightful thesis, may not prepare reader for content	Thesis either lacking or outwardly confusing, intro short and vague	No introduction
Content: Analysis (25 pts)	In-depth analysis of film and choices the director and actors made. Analysis multi-dimensional and detailed (e.g. plot, setting, characterization, dialogue, themes). Supports an interpretation of film.	Consistently analyzes film. Logical reasoning and textual evidence support claims. Thesis is proven and context supports interpretation.	Understands film, some evidence provided. Film discussed in general language. Average originality.	Focus unclear. Insufficient evidence to support claims. More summary than analysis.	No interpretation, analysis, evidence, or context.
Content: Personal and/or Cultural Reflection (25 points)	Personal and/or cultural context is thoughtful, specific, and unique to the writer. It is integrated into the argument presented by the thesis.	Personal/cultural context is interesting and gives insight into the essay. More general than specific.	P/C context is included. Some generalizations. Connection to thesis unclear.	Many generalizations without supporting details. No connection to thesis.	No personal/cultural context.
Conclusion (10 pts)	Ties the essay together. Memorable, interesting.	Brings a sense of finality to the paper.	Summarizes the paper.	Conclusion vague or non-existent.	What conclusion?
Organization (20 pts)	Organization (within essay and paragraphs) is clear, sense of progression and emphasis. Transitions tell reader how each paragraph connects to the thesis.	Organization is clear. Narrow thesis, topic sentences, and transitions lead the reader to the conclusion.	Clearly organized, easy to follow. Transitions	Hard to follow, no transitions	No apparent organization; causes teacher to cry out in anguish.
Language (20 pts)	Sophisticated (precise, formal vocabulary, varied sentence length)	Precise, effective use of language	Clear prose, general language	Confusing Prose	Vague, confusing
Usage/Mechanics (10 pts)	In accord with standard usage (<1 error/page)	No serious deviations from standard usage (1-2)	Few deviations from standard usage (2-3)	Generally sloppy	Impossible to understand
Format (5 pts)	Cover page, title, page numbers, 1" margins, double spaced, 12 pt, MLA citations - in text and bibliography	Missing one of the requirements, some minor mistakes in citation.	Missing two of the requirements, several citation errors	Missing three of the requirements, citations incorrect	Missing four or more of the requirements
Essay Grade: Total number of points X 2 (250 points possible)		Unit 3 reader response (50 points possible, incl. extra credit)		Total points going into the final exam (Maximum possible: 900)	
Peer Review Grade: (20 points)		Total RR points X .59 (add this to your total score)			

## How to Anticipate Your Grade

The C paper will have

- Passages that are intended to meet the readers' needs (esp. in introduction but also in body paragraphs)
- A clear, appropriate thesis
- Logical organization with a clear beginning, middle, and end and with body paragraphs that address separate claims in support of the thesis (one clear claim per body paragraph)
- Appropriate evidence in support of the claims in each body paragraph
- Clear attempts to explain the thinking that links the evidence to the claims
- Clear expression on the sentence level
- Clear attempts to meet documentation requirements
- Few distracting patterns of error

The B paper will have all the basic qualities of the C paper, plus

- A clearer sense of the readers' needs
- A more thorough general analysis of the advertisement
- A logical organizational pattern that goes beyond the "list" approach
- More thorough evidence and more thorough explanation of the thinking that links evidence to claims (inferential thinking)
- Expression on the sentence level that is not only clear but fluent
- Generally correct attempts to meet documentation requirements
- No distracting patterns of error

The A paper will have all of the qualities of the B paper, plus

- An outstanding anticipation of the readers' need
- A thorough general analysis of the advertisement that goes beyond the obvious
- A fully integrated argument that does not read like a list
- Outstanding evidence and explanation in support of each claim
- A strong conclusion or discussion that helps us understand why this topic matters
- Mastery of documentation requirements

The D paper will have one or more of the following qualities:

- Lack of awareness of readers' needs
- Inconsistent or confusing pattern of organization
- Confusing or inadequate evidence
- Lack of explanations or confusing explanations intended to link evidence to claims
- Confusing or awkward expression on the sentence level
- Distracting patterns of error
- Confusion over documentation requirements

The E paper will have the same problems as the D paper only to a greater degree.

Mazak  
 300 R&W  
 Spring 2001

**Grading Chart for First Opinion Essay**

<b>Criteria</b>	<b>Points Available</b>	<b>Points Received</b>	<b>Comments</b>
<b>Good organization</b> <ul style="list-style-type: none"> <li>• Strong, clear thesis statement.</li> <li>• Logical order.</li> <li>• Transitions aid reading.</li> </ul>	25		
<b>Good paragraph development:</b> <ul style="list-style-type: none"> <li>• Clear topic sentences.</li> <li>• Clear, logical supporting sentences.</li> <li>• Good examples used.</li> </ul>	25		
<b>Strong content:</b> <ul style="list-style-type: none"> <li>• Ideas are interesting and make sense.</li> <li>• Interesting, clear introduction and conclusion.</li> </ul>	25		
<b>Grammar and spelling</b>	15		
<b>Correct format</b>	10		
<b>Total</b>	100	Points:  Letter Grade:	<b>Overall Comments:</b>

**Grading Checklist**  
(in order of importance)

**Content/Ideas: Sophisticated   Advanced   Competent   Weak   Failing**

**Purpose:   Sophisticated   Advanced   Competent   Weak   Failing**

**Organization: Sophisticated   Advanced   Competent   Weak   Failing**

**Development: Sophisticated   Advanced   Competent   Weak   Failing**

**Style:   Sophisticated   Advanced   Competent   Weak   Failing**

**Mechanics:   Sophisticated   Advanced   Competent   Weak   Failing**

**Summative Comments:**

**Grade:**

**Point Value:**

**Total points so far:**

225-250 pts.

A = Sophisticated

- \*teaches reader something
- \*insightful reading of text
- \*balances contradictory interpretations
- \*analysis is thought-provoking & unique or original

\*sophisticated use of context

- \*interesting intro & premise
- \*thought-provoking thesis
- \*argument "builds" & is convincing
- \*conclusion leaves us thinking
- \*assertive topic sentences
- \*paragraphs unified & coherent
- evidence is well-chosen & analysis is original
- secondary sources used seamlessly

- \*authoritative/engaged voice
- \*smooth, fluid readable style
- \*precise & clear use of language
- \*sentences varied & forceful
- \*in accordance w/ standard English
- \*citations & Works Cited are correct

Content

org.

style

usage/mechanics

200-224

B = Advanced

- \*gets beneath the surface
- \*interesting reading of text
- \*addresses contradictory interpretations
- \*analysis is specific & interesting

\*good use of context

- \*intro sets up focus & premise
- \*thesis is assertive
- \*ideas progress logically & clearly
- \*conclusion sums up in a "new way"
- \*transitions help us follow the argument
- \*paragraphs are coherent & fully developed
- evidence is well-chosen & analysis is specific
- sources clearly introduced & explained

- \*author's persona emerges
- \*readable & confident style
- \*specific & clear use of language
- \*sentences correct & varied

- \*few deviations from standard usage
- \*citations & Works Cited are correct

175-199

C = Competent

- \*discussion focused but general
- \*reading is often on the surface level even though the ideas are often interesting
- \*analysis is clear but general or obvious

\*uses context

- \*intro sets up context but premise needs to be clear
- \*clear thesis
- \*essay is clearly organized, uses transitions
- \*conclusion sums up
- \*topic sentences often descriptive
- \*paragraphs are coherent but may need further development
- evidence is appropriate
- analysis is "true" but obvious or often too general
- uses other sources clearly

- \*style is clear but inconsistent or sometimes vague
- \*correct & clear language
- \*sentences need more variation

- \*there are some deviations from standard usage
- \*citations & Works Cited are (mostly) correct

150-174

D = Weak in one or more areas

- \*discussion wanders or is often unfocused
- \*reading relies on generalities about text or topic
- \*analysis misreads or is vague

\*weak use of context

- \*intro provides info but jumps around
- \*thesis is vague
- \*hard to follow the supporting ideas
- \*relies on summary or repetition of general ideas
- \*paragraphs are -unfocused, jumbled or under developed
- evidence used out of context
- little support or explanation
- paraphrases instead of analyzes

- \*style seems inappropriate or is unclear
- \*sentences are confusing or lack proper structure
- \*diction vague or incorrect

- \*errors are distracting
- \*citations or Works Cited are consistently incorrect

125-149

E = Fails in one or more areas

- \*discussion is simplistic or completely unfocused
- \*relies on sweeping generalizations
- \*analysis is illogical or misrepresents

\*doesn't use context

- \*intro not focused
- \*lacks a thesis or sense of purpose
- \*ideas seem disconnected
- \*order & emphasis of essay is indiscernable
- \*paragraphs lacking or seem arbitrary
- little or no evidence
- little or no explanation
- \*does not fulfill basic criteria of assignment, type of essay, length, etc.

- \*no sense of audience
- \*unclear, incoherent, or non-standard use of language

- \*serious mechanical errors
- \*lack of citations or Works Cited

## Grade Chart

**A**

**Excellent**

An important controlling idea fully developed with concrete and vivid detail.

**B**

**Good**

A controlling idea developed with consistently pertinent detail.

**C**

**Adequate**

A controlling idea that is apparent and supported with relevant detail.

**D**

**Poor**

A controlling idea that is too general, vague, or confused and is insufficiently supported with specific details.

**E**

**Failing**

No discernible idea controlling random details.

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N

Essay ordered in necessary steps that reveal a sense of symmetry and emphasis; paragraphs unified and coherent; transitions that reveal the progress of the argument.

Essay ordered in necessary steps; paragraphs unified and coherent; transitions that aid the reader.

Order of essay apparent; paragraphs unified and for the most part coherent; transitions functional.

Order or emphasis of essay inappropriate; paragraphs jumbled or underdeveloped; transitions unclear, mechanical, or tedious.

Order and emphasis of essay indiscernible; paragraphing lacking or wholly arbitrary; transitions lacking.

E  
X  
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N

Sentences that are varied and forceful; diction that is fresh, precise, and idiomatic; tone that complements the subject, distinguishes the writer, and defines the audience.

Sentences that are correct and varied; diction that is clear and idiomatic; tone that fits the subject, persona, and audience.

Sentences that are correct but ordinary; diction that is generally correct and idiomatic; tone that is acceptable for the subject.

Sentences that lack necessary subordination, are tedious patterns, or immature; diction that is vague or unidiomatic; tone inconsistent.

Sentences that are incoherent; diction that is nonstandard; tone indiscernible.

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S

In accord with standard usage.

No serious deviations from standard usage.

Few deviations from standard usage, punctuation, and spelling.

Difficulty with fragments or comma splices, agreement or other distracting features in usage, punctuation, or spelling.

Serious problems with fragments, comma splices, or other distracting features in usage, punctuation and spelling.

U  
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G  
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and

Composition



## 220/221 Midterm/Final Exam Grading Rubric – Revised 6/17

	4.0 – Excellent	3.0 - Good	2.0 – Somewhat Weak	1.0 - Weak	0.0 – Exceptionally Weak
<b>Content and Development</b>	<ul style="list-style-type: none"> <li>Main Ideas are very clear and well-supported</li> <li>Supporting Ideas are clear, relevant, and thoroughly developed</li> <li>Ideas are interesting, original and sophisticated and suggest excellent analytical skills and maturity of thought</li> </ul>	<ul style="list-style-type: none"> <li>Main Ideas are mostly clear and adequately supported</li> <li>Supporting Ideas are mostly clear, relevant, and adequately developed</li> <li>Ideas are interesting and suggest good analytical skills</li> </ul>	<ul style="list-style-type: none"> <li>Main Ideas are somewhat clear but lack adequate support; response generally addresses the prompt, but may be slightly off-topic</li> <li>Supporting Ideas are somewhat clear and relevant, but may lack adequate development or be repetitive</li> <li>Ideas are somewhat simplistic and suggest average analytical skills</li> </ul>	<ul style="list-style-type: none"> <li>Main Ideas are somewhat confusing and/or lack adequate support and/or response is off-topic but some apparent relationship to the prompt</li> <li>Supporting Ideas are somewhat confusing, irrelevant, repetitive, and/or lack adequate development</li> <li>Ideas are somewhat simplistic and un-sophisticated and suggest limited analytical skills</li> </ul>	<ul style="list-style-type: none"> <li>Main Ideas are generally confusing and/or unsupported and/or response does not address the prompt/appears to be memorized</li> <li>Supporting Ideas are missing or are generally confusing, irrelevant, repetitive, and/or undeveloped</li> <li>Ideas are largely simplistic and un-sophisticated and suggest poor analytical skills</li> </ul>
<b>Organization</b>	<ul style="list-style-type: none"> <li>Main Idea of the essay can be clearly discerned by means of a clear thesis statement or other organizational devices</li> <li>Main Idea of each body paragraph can be clearly discerned by means of clear topic sentences or other organizational devices</li> <li>Ideas are logically/effectively arranged; no gaps in the progression of ideas</li> <li>Excellent use of transitions and/or other cohesive devices to link ideas smoothly</li> </ul>	<ul style="list-style-type: none"> <li>Main Idea of the essay can be satisfactorily discerned by means of a thesis statement or other organizational devices</li> <li>Main Idea of each body paragraph can be discerned by means of topic sentences or other organizational devices</li> <li>Most Ideas are logically/effectively arranged; few gaps in the progression of ideas</li> <li>Good use of transitions and/or other cohesive devices to link ideas smoothly</li> </ul>	<ul style="list-style-type: none"> <li>Main Idea of the essay is somewhat obscured by the lack of clear thesis statement and/or lack of other organizational devices</li> <li>Main Idea of body paragraphs are somewhat obscured by the lack of clear topic sentences or other organizational devices</li> <li>Ideas are loosely/somewhat ineffectively arranged; some gaps in the progression of ideas</li> <li>Somewhat effective use of transitions and/or other cohesive devices</li> </ul>	<ul style="list-style-type: none"> <li>Main Idea of the essay is very difficult to discern; generally confusing or misleading</li> <li>Main Idea of body paragraphs are very difficult to discern; generally confusing or misleading</li> <li>Ideas are generally disconnected; frequent gaps in the progression of ideas</li> <li>Transition and/or other cohesive devices generally missing or ineffective</li> </ul>	<ul style="list-style-type: none"> <li>Main idea of the essay is indiscernible</li> <li>Main idea of body paragraphs are indiscernible;</li> <li>Ideas are disconnected; major gaps in the progression of ideas</li> <li>Absence of transitions and other cohesive devices</li> </ul>
<b>Grammar and Vocabulary</b>	<ul style="list-style-type: none"> <li>Effective and varied complex constructions</li> <li>Sophisticated vocabulary with very few errors of word choice/word form; errors do not hinder meaning</li> <li>Very few global or local errors; errors do not hinder meaning</li> <li>Very few errors of punctuation, spelling, capitalization, and paragraphing</li> </ul>	<ul style="list-style-type: none"> <li>Effective and varied constructions, including some accurate complex patterns</li> <li>Good vocabulary with some errors of word choice/word form; meaning is generally clear</li> <li>Some global errors and/or somewhat frequent local errors, but meaning is generally clear</li> <li>Few errors of punctuation, spelling, capitalization, and paragraphing</li> </ul>	<ul style="list-style-type: none"> <li>Effective, simple constructions, but lacking variety and/or accurate complex constructions</li> <li>Adequate vocabulary, but errors of word choice/word form common; meaning is usually intelligible</li> <li>Global and local errors are common and somewhat distracting, but meaning is usually intelligible</li> <li>Some errors of punctuation, spelling, capitalization, and paragraphing</li> </ul>	<ul style="list-style-type: none"> <li>Weak simple and complex constructions</li> <li>Limited vocabulary, and/or frequent errors of word choice/word form; meaning frequently obscured</li> <li>Frequent and distracting global and local errors such that meaning is frequently obscured</li> <li>Several errors of punctuation, spelling, capitalization, and paragraphing</li> </ul>	<ul style="list-style-type: none"> <li>Extremely weak simple and complex constructions</li> <li>Very limited vocabulary, and/or frequent errors of word choice/word form; meaning is generally confusing or unintelligible</li> <li>Frequent and distracting global and local errors such that meaning is generally confusing or unintelligible</li> <li>Numerous errors of punctuation, spelling, capitalization, and paragraphing</li> </ul>

5. Expression

4. Evidence and inferential thinking

3. Organization

2. Thesis

1. Introduction

This essay needs a carefully composed introduction that takes into account the needs of its readers (see terms on assignment sheet). At the end of its introductory material, it needs a strong thesis statement that makes a claim about the emotional appeal(s) at work in the advertisement. The body should be organized into paragraphs with clear analytical points. These points should be supported with convincing evidence from the text (the advertisement), and the inferential thinking that links the evidence to the claim in each paragraph should be thoroughly explained. Expression should be clear, fluent, and appropriate for an academic audience. You should follow the conventions of standard English, MLA guidelines for citations, and format requirements.

Essay 1: Analyzing a Magazine Advertisement

English 100 S99

\_\_\_\_\_  
Name

**6. Grammar and Mechanics: You need to concentrate on eliminating errors in the following areas:**

- |                                    |                                 |
|------------------------------------|---------------------------------|
| Sentence fragments (14)            | Capitalization (22)             |
| Fused sentences (15)               | in titles (22c)                 |
| Inconsistent verb tense (8-9)      | in quotations (22d)             |
| Comma splices (15)                 | proper vs. common nouns (22a)   |
| Overuse or misuse of commas (17)   | Semicolon (18)                  |
| Subject-verb agreement (10)        | with "however" (18a)            |
| Pronoun-antecedent agreement (12a) | between related sentences (18a) |
| Vague pronoun reference (12b)      | Colon (18)                      |
| with "it"                          | Apostrophe (19)                 |
| with "this"                        | to show possession (19a)        |
| Inconsistent pronoun usage         | misuse in plural nouns (19d)    |
| No evidence of proofreading        |                                 |

**7. Documentation (MLA)**

- A. List of works cited (29b and 29d p. 118 "Preparing the "Works Cited" page--see model p. 121)  
Separate sheet with proper heading: Works Cited  
Entries arranged alphabetically by authors' last names  
Full bibliographic information (author's name, titles, place of publication, publisher, date, pages)  
Double spacing (within and between entries)  
Indentation (first line of each entry at left margin; each subsequent line indented five spaces)
- B. In-text citations (29a)  
Citations included for all borrowed material  
Citation format correct  
author's last name + page number (Fowler 327)  
page number only (327)  
someone else quoted by the author (qtd. in Fowler 327)  
Use of signal phrases to introduce all borrowed material, especially quotations  
Proper use of quotation marks  
include both sets to mark beginning and end of quotation  
single quotation marks for a quotation inside of a quotation  
End punctuation handled correctly "end of quotation" (citation).  
Block form for quotations longer than four lines of type  
no quotation marks  
citation follows period

**8. Format Requirements: See Syllabus p. 3 , PSM 29d, and class notes for guidelines.**

- |              |   |
|--------------|---|
| Margins      | Heading ( first page only)              |
| Font size    | Title (no title page)                   |
| Spacing      | No additional spaces between paragraphs |
| Page numbers | No boldface print                       |

Essay Grade: \_\_\_\_\_ Point Value: \_\_\_\_\_ Daily Writing Total: \_\_\_\_\_

To determine your standing in the course (1) add the points you've earned for each essay , (2) add the DW total to those essay points, and (3) divide the total you arrived at in #2 by the total number of possible points (see bottom of first page of syllabus). (A 90-100; B 80-89; C 70-79; D 60-69; E 0-59)