

**Grading Criteria
Freshman English II
ENGL 1010 - 1020**

Grading Criteria

A (Superior)

An "A" paper demonstrates probing critical reading, thinking, and/or analysis; it thoroughly evaluates various elements of its subject matter with specific, detailed reasoning and use of evidence; its organization shows a logical arrangement of parts; and all parts are relevant to the thesis.

The thesis statement expresses a clear stance/ethos and provides an accurate, concise forecast of topics to be developed. Paragraphs have a sharp focus and include carefully selected evidence. Sentences within paragraphs are linked by tight, logical connections and effective transitions.

Any source materials are clearly subordinate to the paper's own purpose, which is elaborated with efficiency and style. Documentation, when needed, conforms to all appropriate conventions.

Sentences are varied in structure and imaginative in style; wording is concise; style and tone create a distinctive voice. The final, revised paper is free of all serious errors in grammar and punctuation; there are no misspellings.

B (Strong)

A "B" paper shows good critical reading skills and offers convincing reading and evidence; the parts of the essay are logically arranged and relevant to the thesis.

The thesis statement takes a clear stand and forecasts the topics to be developed. Paragraphs are unified, and supporting details are sufficient and relevant.

Overall, source materials are subordinate to the student's own stand, which is developed clearly and purposefully. Documentation, when needed, conforms to most appropriate conventions.

Sentences are linked by logical connections and adequate transitions. Sentences show variety. Wording is, for the most part, concise and appropriate. The final, revised paper contains very infrequent errors in grammar, punctuation, and spelling.

C (Competent)

A "C" paper demonstrates an understanding of texts and/or issues, as well as audience and purpose; evaluates reasonably; and cites supporting evidence.

The thesis statement does take a clear stand and does forecast the topics to be developed, but may not be as clear or precise as the thesis statement for a "strong" essay. Paragraphs and supporting details relate to the topic, but may do so only generally.

Source materials are usually subordinate to the student's own stand, but may at times dominate or overwhelm the student's position.

The sentences within the paragraphs are, for the most part, related and contain adequate transitions. (Transitions between paragraphs, however, may be unclear or missing at times.) Sentence style may consist of relatively simple sentence patterns. Word choice is largely appropriate, but may sometimes be problematic—simplistic or repetitive, perhaps. Mistakes in grammar, punctuation, documentation, and spelling may occur with some frequency, but most of these elements of the paper should be correct on the final, revised copy. Paper must answer all parts of the assignment (this is understood for A & B papers as well).

D (Below Average)

A “D” paper fails to practice one or more of the principles of critical reading or writing. For instance, it may show an inability to correctly identify the main idea of a text. It may attempt to defend its thesis in illogical or unconvincing ways.

The paper may resort to excessive summary. The paper may lack content and repeat ideas or “pad” simply to fill space. The paragraphs may lack topic sentences. Some paragraphs may lack adequate supporting detail or may wander from the main idea.

If source materials are used, they may be misread or adopted in a way that verges on plagiarism. Documentation may be faulty.

Sentences within paragraphs are only loosely related, and transitions are missing. Sentences may be excessively wordy or vague. Style and word choice are flat, inconsistent, or inappropriate to the audience. The paper displays major or repeated errors in grammar, punctuation, and spelling, even in the final revised copy.

F (Failure)

An “F” paper, like a D paper, shows a failure to practice one or more of the principles of critical reading or writing, but an F paper reveals persistent problems, such as the following:

- the paragraphs lack focus and contain little supporting detail
- sentences within the paragraphs are unrelated to the main idea, and transitions are missing; sentences are faulty in structure, or vague, wordy, and irrelevant
- word choice is inappropriate, incorrect, or inconsistent
- frequent major errors in grammar, punctuation, documentation, and spelling indicate an inability to handle the conventions of written discourse
- excessive misspellings

A paper that fails entirely to address the assignment topic also merits an “F.”