

## ***Simplified Grading Criteria for Expository Writing 101***

	<b>THESIS</b>	<b>WORK WITH ASSIGNED TEXT</b>	<b>ORGANIZATION</b>	<b>PRESENTATION</b>
<b>NP</b>	<ul style="list-style-type: none"> <li>No thesis in evidence</li> <li>Thesis buried in summary</li> <li>Little or no relation between the texts and thesis</li> </ul>	<ul style="list-style-type: none"> <li>Poor reading comprehension/misinterpretation</li> <li>Lacks meaningful connection between texts or with the student's own position</li> <li>Privileges student's ideas</li> <li>Weak use of textual evidence</li> <li>Over-generalizes about the text</li> </ul>	<ul style="list-style-type: none"> <li>Little coherence from paragraph to paragraph</li> <li>Lacks organizational structure</li> <li>Weak use of paragraphs, with few or no clear topic sentences</li> </ul>	<ul style="list-style-type: none"> <li>Sentence-level (SL) errors impede meaning</li> <li>Patterns of error</li> <li>Failure to proofread</li> <li>Serious errors in citation conventions</li> </ul>
<b>C</b>	<ul style="list-style-type: none"> <li>Thesis emerges at end of paper from discussion of the text</li> <li>Takes clear position at least once</li> <li>Thesis may be vague or general</li> </ul>	<ul style="list-style-type: none"> <li>Works with more than one source</li> <li>Vague sense that student's voice is contributing to the conversation</li> <li>Adequate reading comprehension and use of textual evidence</li> </ul>	<ul style="list-style-type: none"> <li>Some coherent relationships between paragraphs</li> <li>Paragraphs may exhibit "emerging topic sentences"</li> </ul>	<ul style="list-style-type: none"> <li>SL errors do not significantly impede meaning</li> <li>Some mechanical, citation, and/or formatting errors</li> </ul>
<b>C+</b>	<ul style="list-style-type: none"> <li>Has a thesis, but not clearly articulated from outset</li> <li>Moves toward independent thesis, showing an emerging coherence of ideas</li> </ul>	<ul style="list-style-type: none"> <li>Moments of solid work with texts and use of adequate textual evidence</li> <li>Engages with more complicated ideas in readings</li> <li>Connective thinking may be implicit</li> </ul>	<ul style="list-style-type: none"> <li>Has relationships between paragraphs</li> <li>Transitions and topic sentences begin to emerge</li> <li>Has some coherence but lacks meaningful structure found in B-range papers</li> </ul>	<ul style="list-style-type: none"> <li>SL errors under control</li> <li>May have some mechanical, citation, or formatting errors</li> </ul>
<b>B</b>	<ul style="list-style-type: none"> <li>Thesis articulated from the outset</li> <li>Advances independent ideas</li> <li>Thesis more coherent than C-level</li> <li>Thesis may be somewhat limited or developed in a repetitive way</li> </ul>	<p>Takes some interpretive risks with texts Works with a variety of textual evidence Texts used in service of project and to provide support for it</p>	<p>Sustained meaningful structure Reasonable coherence in presentation Controlled development of thesis Smoother transitions and topic sentences than C-range</p>	<p>Minimal errors Minimal or no mechanical, citation, or formatting errors</p>
	<ul style="list-style-type: none"> <li>Independent</li> </ul>	<ul style="list-style-type: none"> <li>Uses textual</li> </ul>	<ul style="list-style-type: none"> <li>Generally well</li> </ul>	<ul style="list-style-type: none"> <li>Minimal or no errors</li> </ul>

B+	<p>thinking consistently developed</p> <ul style="list-style-type: none"> <li>Engages more complex ideas in the readings</li> <li>Begins to grasp the complexity of own position or develops secondary emerging thesis</li> </ul>	<p>evidence with confidence and authority</p> <ul style="list-style-type: none"> <li>Student's ideas in control throughout paper</li> <li>Text evidence used well to both support and complicate the thesis</li> </ul>	<p>organized</p> <ul style="list-style-type: none"> <li>May develop a secondary emerging thesis which complicates the original argument</li> </ul>	
A	<ul style="list-style-type: none"> <li>Complex interpretive thesis clear from start</li> <li>Independent ideas developed and presented throughout</li> </ul>	<ul style="list-style-type: none"> <li>Student-centered connective thinking</li> <li>Thesis cuts across readings in unanticipated ways or finds a larger context for the conversation</li> </ul>	<ul style="list-style-type: none"> <li>Clear, fluid, logical</li> <li>Strong use of topic sentences and other guideposts for the reader</li> </ul>	<ul style="list-style-type: none"> <li>Minimal or no errors</li> <li>Likely to exhibit eloquence or an elegant writing style</li> </ul>