

Grading Criteria

	THESIS	WORK WITH ASSIGNED TEXT	ORGANIZATION	PRESENTATION
NP	<ul style="list-style-type: none"> ▪ No thesis in evidence ▪ Thesis buried in summary ▪ Little or no relation between the texts and thesis / position 	<ul style="list-style-type: none"> ▪ Poor reading comprehension or misinterpretation ▪ Lacks meaningful connection between texts or with the student's own position ▪ Privileges student's ideas ▪ Weak use of textual protocols (TP) ▪ Over-generalizes about the text 	<ul style="list-style-type: none"> ▪ Little coherence from paragraph to paragraph ▪ Lacks organizational structure ▪ Weak use of paragraphs, with few or no clear topic sentences 	<ul style="list-style-type: none"> ▪ Sentence-level (SL) errors impede meaning ▪ Patterns of error ▪ Failure to proofread ▪ Serious errors in citation conventions
C	<ul style="list-style-type: none"> ▪ Thesis is emerging from discussion of the text ▪ Takes clear position at least once ▪ Thesis may be vague or somewhat general 	<ul style="list-style-type: none"> ▪ Works with more than one source ▪ Vague sense that student's voice is contributing to the conversation ▪ Evidence of significant reading comprehension and use of TP 	<ul style="list-style-type: none"> ▪ Some coherent relationships between paragraphs ▪ Paragraphs may exhibit "emerging topic sentences" 	<ul style="list-style-type: none"> ▪ SL errors do not significantly impede meaning ▪ Some mechanical, citation, and/or formatting errors
C+	<ul style="list-style-type: none"> ▪ Has a thesis, but not clearly articulated from outset ▪ Moves toward independent thesis or position, exhibiting an emerging coherence of ideas 	<ul style="list-style-type: none"> ▪ Moments of solid work with texts and use of several TPs ▪ Engages with more complicated ideas in readings ▪ Connective thinking may be implicit 	<ul style="list-style-type: none"> ▪ Has relationships between paragraphs ▪ Transitions and topic sentences begin to emerge ▪ Has some coherence but lacks meaningful structure found in B-range papers 	<ul style="list-style-type: none"> ▪ SL errors under control ▪ May have some mechanical, citation, or formatting errors
B	<ul style="list-style-type: none"> ▪ Thesis articulated from the outset ▪ Advances independent ideas ▪ Thesis more coherent than "C-level" but not as complex as A ▪ Thesis may be somewhat limited or developed in a repetitive way 	<ul style="list-style-type: none"> ▪ Takes some interpretive risks with texts ▪ Works with a variety of TPs ▪ Texts used in service of project and to provide support for it 	<ul style="list-style-type: none"> ▪ Sustained meaningful structure ▪ Reasonable coherence in presentation ▪ Controlled development of thesis ▪ Smoother transitions and topic sentences than C-range 	<ul style="list-style-type: none"> ▪ Minimal errors ▪ Minimal or no mechanical, citation, or formatting errors
B+	<ul style="list-style-type: none"> ▪ Independent thinking consistently developed ▪ Engages more complex ideas in the readings ▪ Begins to grasp the complexity of own position or to develop secondary emerging thesis 	<ul style="list-style-type: none"> ▪ Uses TPs with confidence and authority ▪ Student's ideas in control throughout paper ▪ Text used to both support and complicate the thesis 	<ul style="list-style-type: none"> ▪ Generally well organized ▪ May develop a secondary emerging thesis which complicates the original argument 	<ul style="list-style-type: none"> ▪ Minimal or no errors
A	<ul style="list-style-type: none"> ▪ Complex interpretive thesis clear from start ▪ Independent ideas developed and presented throughout 	<ul style="list-style-type: none"> ▪ Student-centered connective thinking ▪ Thesis cuts across readings in unanticipated ways or finds a larger context for the conversation 	<ul style="list-style-type: none"> ▪ Clear, fluid, logical ▪ Strong use of topic sentences and other guideposts for the reader 	<ul style="list-style-type: none"> ▪ Minimal or no errors ▪ Likely to exhibit eloquence or an elegant writing style