<table>
<thead>
<tr>
<th>Grade</th>
<th>Reading Comp</th>
<th>Thesis &amp; Position</th>
<th>Using Quotations</th>
<th>Connective Thinking</th>
<th>Sentence-level Grammar</th>
<th>Paragraph Structure</th>
<th>Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>• Solid reading comprehension and vocabulary use throughout the entire paper</td>
<td>• Strong sense of thesis and position from introduction to conclusion with no loss of focus</td>
<td>• Solid, consistent, and effective use of relevant quotations to further student's thesis</td>
<td>• Only goes beyond B+ by degree: stronger, more original connections between texts, more effective quotation choices, stronger analysis, &amp; a clearer sense of thesis and position</td>
<td>• Command of grammar at the sentence level</td>
<td>• Only goes beyond B+ by degree and complexity of ideas within individual paragraphs: solid and consistent individual paragraph construction accommodates more complexity in ideas and quotation</td>
<td>• Only goes beyond B+ by degree and ability to sustain complexity of thesis throughout the paper</td>
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<tr>
<td>B+</td>
<td>• Solid reading comprehension and vocabulary use throughout the entire paper</td>
<td>• Strong sense of thesis and position from introduction to conclusion, with minimal loss of focus</td>
<td>• Solid, consistent, and effective use of relevant quotations to further student's thesis</td>
<td>• Stronger and more original connections between the texts, often a result of more effective quotation choices, stronger analysis, and a clearer sense of thesis and position</td>
<td>• Basic command of grammar at the sentence level</td>
<td>• Solid and consistent individual paragraph construction accommodates more complexity in ideas and quotation</td>
<td>• Sense of the paper as a whole beginning with clear articulation of thesis in the introductory paragraph and ending with effective and thoughtful conclusion</td>
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<tr>
<td>B</td>
<td>• Solid reading comprehension and vocabulary use throughout entire paper</td>
<td>• Assertion of clear thesis and position in introductory paragraph</td>
<td>• Solid, consistent, and effective use of relevant quotations to further student's thesis</td>
<td>• Beginnings of developed, independent, and original thinking between assignment and assigned texts; between student's assertion of thesis and assigned texts; and between the assigned texts themselves</td>
<td>• No serious patterns of error, especially with fused sentences, sentence fragments, or agreement (subject-verb, number, pronoun)</td>
<td>• Solid and consistent individual paragraph construction, including paragraph transitions</td>
<td>• Sense of the paper as a whole beginning with clear articulation of thesis in intro</td>
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<tr>
<td>C+</td>
<td>• Fewer instances of misreading and those that remain appear to be a result of taking more risks in connective thinking</td>
<td>• Assertion of thesis at end of the first paragraph</td>
<td>• More effective quotation choice than in a C paper, tending towards primary engagement with central ideas and issues</td>
<td>• More innovation in connections between assignment and assigned texts; between student's assertion of thesis and assigned texts; and between the assigned texts themselves</td>
<td>• Able to identify and correct serious grammar errors with limited help</td>
<td>• More solid and consistent individual paragraph construction, including paragraph transitions</td>
<td>• Stronger sense of whole paper as evidence of improved paragraph transitions in a number of places</td>
</tr>
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### Using Quotations
- Solid, consistent, and effective use of relevant quotations to further student's thesis
- Students writing an A paper may choose the occasional unexpected quotation, or use an obvious quotation in unexpected ways
- More sophisticated approach to working with text

### Connective Thinking
- Only goes beyond B+ by degree: stronger, more original connections between texts, more effective quotation choices, stronger analysis, & a clearer sense of thesis and position
- Demonstrates an original and independent response to the assignment question rooted in connective thinking about the texts; a stronger sense of thesis & position

### Sentence-level Grammar
- Command of grammar at the sentence level
- No serious patterns of error, especially with fused sentences, sentence fragments, or agreement (subject-verb, number, pronoun)

### Paragraph Structure
- Beginnings of developed, independent, and original thinking between assignment and assigned texts; between student's assertion of thesis and assigned texts; and between the assigned texts themselves
- Sense of the paper as a whole beginning with clear articulation of thesis in intro

### Organization
- Strong sense of the paper as a whole beginning with clear articulation of thesis in the introductory paragraph and ending with effective and thoughtful conclusion
- Final paragraph should begin with a clear introductory paragraph and conclude with an effective and thoughtful conclusion.
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| NP    | • Major reading comprehension problems  
|       | • Misuse or misunderstanding of vocabulary that impedes meaning |
|       | • Thesis relies too heavily on summarizing authors' position or thesis  
|       | • Student's position and/or thesis is unclear  
|       | • Or the opposite: student's position overwhelms the text leading to serious misreading or personal response essay |
|       | • Lack of connection between assignment and assigned texts  
|       | • Lack of connection between student's assertion of thesis and assigned texts  
|       | • Convoluted or confusing sentence structure that impedes meaning  
|       | • Lack of clarity to the point of incoherence  
|       | • Lack of organization on the paragraph and paper level  
|       | • Papers that do not meet paper-length requirement  
|       | • Papers that have no revisions made after submission of rough draft |
| C     | • Demonstrates basic reading comprehension of texts and assignment question, including proper use of vocabulary words and key terms  
|       | • May have occasional local misreading of quotations that does not contribute to a general misreading of either texts or assignment question |
|       | • Addresses the assignment question somewhere within the paper  
|       | • Beginning assertions of a thesis and position that may rely on some summary of texts, but that moves into analysis in a number of significant places  
|       | • Begins to distinguish clearly between authors' position and student's position  
|       | • Student's thesis engages with the texts with integrity |
|       | • Effective selection of quotations (that is, some use of idea quotations as well as summary quotations to further thesis)  
|       | • Active textual engagement with all assigned texts  
|       | • Use of quotations with integrity towards authors' ideas  
|       | • Analysis may be undeveloped but shows clear potential and demonstrates basic reading comprehension  
|       | • Beginning success at incorporation of quotations within student's own sentences (including attempts at proper introduction of quotations)  
|       | • Beginnings of consistent proper citation |
|       | • Evidence of connective thinking between assignment and assigned texts  
|       | • Evidence of connective thinking between student's assertion of thesis and assigned texts  
|       | • Evidence of connective thinking between the assigned texts themselves  
|       | • Strong points of connection may be undeveloped in places, but show clear potential  
|       | • Student is capable of discussing the ideas of two authors together in the space of a paragraph rather than switching from author to author between paragraphs  
|       | • Support for thesis and position that may rely on some of the above  
|       | • Student demonstrates use and understanding of the paragraph as a unit of meaning with supporting evidence  
|       | • May not yet show consistent use of paragraph transitions |
|       | • A C paper may be a loose organization of structurally sound paragraphs which address the assignment question and texts  
|       | • Paper may not be structurally coherent as a whole, but has moments of clarity throughout  
|       | • Standard introductory paragraph and conclusion may be weak or non-existent, but the student's statement of thesis appears somewhere within the paper  
|       | • Paper reaches page-length requirement |