# Simplified Grading Criteria for the Analytical Paper, Research Writing 201

<table>
<thead>
<tr>
<th>THESIS</th>
<th>WORK WITH ASSIGNED TEXT</th>
<th>ORGANIZATION</th>
<th>PRESENTATION</th>
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</table>
| NP     |  • No thesis in evidence  
        • Thesis buried in summary  
        • Little or no relation between the texts and thesis  
        • Poor reading comprehension/ misinterpretation  
        • Lacks meaningful connection between texts or with student's own position  
        • Privileges student's ideas  
        • Weak use of textual evidence  
        • Over-generalizes about the text |  • Little coherence from paragraph to paragraph  
        • Lacks organizational structure  
        • Weak use of paragraphs, with few or no clear topic sentences  
        • Privileges student's ideas  
        • Weak use of textual evidence  
        • Overgeneralizes about the text |  • Sentence-level (SL) errors impede meaning  
        • Patterns of error  
        • Failure to proofread  
        • Serious errors in citation conventions |
| C      |  • Thesis emerges at end of paper from discussion of the text  
        • Takes clear position at least once  
        • Thesis may be vague or general  
        • Works with more than one source  
        • Vague sense that student's voice is contributing to the conversation  
        • Adequate reading comprehension and use of textual evidence |  • Some coherent relationships between paragraphs  
        • Paragraphs may exhibit “emerging topic sentences”  
        • Has some coherence but lacks meaningful structure found in B-range papers |  • SL errors do not significantly impede meaning  
        • Some mechanical, citation, and/or formatting errors |
| C+     |  • Has a thesis, but not clearly articulated from outset  
        • Moves toward independent thesis, showing an emerging coherence of ideas  
        • Moments of solid work with texts and use of adequate textual evidence  
        • Engages more complicated ideas in readings  
        • Connective thinking may be implicit |  • Has relationships between paragraphs  
        • Transitions and topic sentences begin to emerge  
        • Has some coherence but lacks meaningful structure found in B-range papers |  • SL errors under control  
        • May have some mechanical, citation, or formatting errors |
| B      |  • Thesis articulated from the outset  
        • Advances independent ideas  
        • Thesis more coherent than C-level  
        • Thesis may be somewhat limited or developed in a repetitive way  
        • 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 |  • Sustained meaningful structure  
        • Reasonable coherence in presentation  
        • Controlled development of thesis  
        • Smoother transitions and topic sentences than C-range |  • Minimal errors  
        • Minimal or no mechanical, citation, or formatting errors |
| B+     |  • Independent thinking consistently developed  
        • Engages more complex ideas in the readings  
        • Begins to grasp the complexity of own position or develops secondary emerging thesis  
        • Uses textual evidence with confidence and authority  
        • Student's ideas in control throughout paper  
        • Text evidence used well to both support and complicate the thesis |  • Generally well organized  
        • May develop a secondary emerging thesis which complicates the original argument |  • Minimal or no errors |
| A      |  • Complex interpretive thesis clear from start  
        • Independent ideas developed and presented throughout  
        • Uses textual evidence with confidence and authority  
        • Student-centered connective thinking  
        • Thesis cuts across readings in unanticipated ways or finds a larger context for the conversation |  • Clear, fluid, logical  
        • Strong use of topic sentences and other guideposts for the reader |  • Minimal or no errors  
        • Likely to exhibit eloquence or an elegant writing style |