Condensed Grading Criteria for Analytic Essays in 355:100, 101, 103, 201, & 301

	THESIS	WORK WITH ASSIGNED TEXTS	STRUCTURAL COHERENCE	PRESENTATION
A	▢ Articulates original, complex, and specific thesis in essay's opening ▢ Confidently acknowledges and incorporates essay's broader stakes and implications ▢ May embrace and incorporate questions that complicate or challenge thesis to refine overarching claim	▢ Confidently close-reads textual evidence to arrive at original interpretive insights ▢ Clear sense that essay contributes to ongoing intellectual conversation ▢ May employ unanticipated interpretive contexts to make textual connections	▢ Compelling progressive development of thesis throughout paragraphs ▢ Transitions confidently communicate relations between essay's multiple parts ▢ Deliberate and effective use of topic sentences and other structural "signposts"	▢ Exhibits evidence of proofreading ▢ Includes few citational and/or formatting errors ▢ May exhibit eloquent prose style
B+	▢ Articulates original, independent thesis in essay's opening ▢ Advances conceptually complex interpretive position ▢ Begins to acknowledge essay's broader stakes and implications	▢ Engages a variety of textual evidence with confidence and authority ▢ Cites texts to both support and complicate or refine thesis ▢ Exhibits willingness to take interpretive risks when close-reading and making connections	▢ Consistent progressive development of thesis throughout paragraphs ▢ Effective use of topic sentences and transitions ▢ May begin to incorporate explicit structural "signposts"	
B	▢ Articulates thesis in essay's opening ▢ Advances clear interpretive position ▢ Thesis may be conceptually limited or developed in a repetitive way	▢ Engages a variety of textual evidence ▢ Cites texts to provide support for thesis ▢ Takes some interpretive risks when close-reading and making connections	▢ Progressive development of thesis throughout paragraphs ▢ Structure of essay is deliberate and logical ▢ Clear effort to use topic sentences and transitions throughout	
C+	▢ Evidence of emerging independent thesis, but not clearly articulated in essay's opening ▢ Takes interpretive position at least once, and begins to sustain that position throughout essay ▢ Thesis may be implicit or underdeveloped	▢ Includes several moments of close-reading and uses adequate textual evidence ▢ Begins to engage more complicated ideas in texts ▢ Connections made within a text or between texts may be implicit or underdeveloped	▢ Accurate sense of purpose and conventions of a paragraph ▢ Begins to exhibit progressive development of thesis throughout paragraphs Topic sentences and transitions begin to emerge, but may be underdeveloped or inconsistently employed	
C	▢ Takes interpretive position at least once ▢ Thesis may be imprecise or general ▢ Thesis may emerge at end of essay following discussion of textual evidence	▢ Makes effort to close-read at least once ▢ Accurate reading comprehension and appropriate use of textual evidence ▢ Begins to make valid connections within a text or between texts	▢ Basic sense of purpose and conventions of a paragraph ▢ Progressive development between paragraphs may be implicit or unclear ▢ Some paragraphs may begin to exhibit emerging topic sentences	▢ Exhibits little or no evidence of proofreading ▢ Syntactical or semantic errors consistently impede meaning ▢ Inadequate or missing citation of sources
NP	▢ No thesis in evidence ▢ Emerging thesis may be overwhelmed by summary, paraphrase, or generalization ▢ Lacks meaningful connection between texts and emerging thesis ▢ Demonstrates insufficient revision from rough draft to final draft	▢ Little or no evidence of close-reading ▢ Miscomprehends or misinterprets texts ▢ Overgeneralizes about texts ▢ Privileges writer's opinions, anecdotes, or extraneous material	▢ Inaccurate or unclear sense of purpose and conventions of a paragraph ▢ Minimal or no progressive development between paragraphs ▢ Employs few or no topic sentences ▢ May rely on "five-paragraph essay" model	