

Score Range	Concepts and Content	Argument & Structure	Language and Mechanics									
33-30	Thesis insightful and original, extending beyond class discussion: neither self-evident nor so far-fetched as to be unsupported. Sensitivity to counter-argument; thorough understanding and assimilation of course material.	Intro ¶ builds toward specific, complex thesis statement that controls essay. Body ¶s present specific claims corresponding to thesis and supported by analysis of germane evidence. Well-chosen examples. Transitions between ¶s create logical flow. Conclusion extends and completes argument.	Complete control of relevant vocabulary; concise, apt phrasing; sophisticated sentence structure; style points; observes conventions for academic writing; incorporates quotations and paraphrases elegantly; nearly free of spelling and grammar errors.									
29-27	Thesis may be somewhat predictable and simplistic. Competent understanding without original insights. May avoid counter-argument, or slightly distort evidence or interpretation to fit thesis. May contain minor factual errors.	Essay develops thesis. Each body ¶ develops distinct claim, but connections between ¶s or relevance of the claim/evidence not always fully apparent. Some superfluous sentences, especially in intro and conclusion.	Overall competence, including in use of quotations; observes academic writing conventions; occasional errors in word-choice, spelling, punctuation or syntax.									
26-23	Simplistic, general thesis; some serious errors in understanding of course material. Some unsupported generalizations.	Thesis and body ¶s are not in sync. Relationship between ¶s unclear. Relies on evidence already discussed in class. Claims may be self-evident or difficult to discern. May be repetitive. Self-evident citations not interpreted in connection to thesis but unnecessarily paraphrased, perhaps inaccurately.	Errors in word choice, spelling, use of quotations, grammar or syntax detract from argument. May depend on passive voice or colloquial language. Wordy.									
22-21	No discernable thesis. More incorrect than otherwise in interpretation and understanding of course material.	Introductory ¶ general and logically superfluous. Conclusion lacking or superfluous. Body ¶s present claims without evidence, or evidence without claims and analysis. Poor ¶ structure. May rely too much on quotation to fill space.	Profuse with mechanical errors; language inappropriate to topic.									
20-0	Fails to address topic; suggestive of failure to read material and/or attend class or incapacity to understand college-level material.	Essay is incomplete or falls well short of specified word count; may contain little original writing (as opposed to quotation); may be plagiarized.	Does not meet minimal standard for college-level English.									
Score Tally												
GRADE CONVERSION CHART												
TOTAL SCORE +1 =	100-92	91-90	89-88	87-82	81-80	79-78	77-72	71-70	69-68	67-65	64-0	LETTER GRADE
	A	A-	B+	B	B-	C+	C	C-	D+	D	F	

Comments: