**GRADING RUBRIC**

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| **Critical Reading** | **Argument** | **Logic and Coherence** | **Evidence** | **“the conversation”** | **Revision**  | **Grammatical, Mechanical clarity** |
| **5** The writer demonstrates superior, original insight about the text(s) under discussion. | **5** The essay's thesis is original, well established, and intelligently presented. | **5** The essay's organization (ordering of assertions) is outstandingly composed; inferences are drawn logically with superior insight; and no part of the essay is extraneous. Topic sentencesadvance the argument well, and transitions are sophisticated. | **5** The writer demonstrates a breadth of understanding of the topic through careful selection and presentation of evidence to support assertions. Short quotes interspersed throughout. | **5** The essay succeeds not only in establishing why the writer’s claims matter, but also in anticipating possible objections and building plausible refutations. | **5** The writer has completely rethought and improved where needed the essay’s argument, organization, use of evidence, wording, “naysayers,” grammar and mechanics. | **5** The essay contains no errors in sentence structure, tense consistency, spelling, word choice, punctuation, or documentation; the composition is elegant and complex while remaining clear. |
| **4** The writer demonstrates original insight about the text(s) under discussion. | **4** The essay's thesis asserts an original argument. | **4** The essay's organization (ordering of assertions) is thoughtfully composed; inferences are drawn logically and interestingly; and no part of the essay is extraneous though one topic sentence needs work. | **4** The writer supports assertions with carefully selected evidence—strong verbs introduce these quotations and they are fully explained/integrated in the argument. No hit-and-run quotations. | **4** The essay succeeds in distinguishing between the writer’s views and those of other possible readers, but not every quotation is fully integrated in the text, and a few naysayers would have made the argument stronger. | **4** The writer has shown new thinking and improvement where needed on four of the following: the essay’s argument, organization, use of evidence, wording, “naysayers,” grammar and mechanics. | **4** The essay contains no more than two errors in sentence structure, tense consistency, spelling, word choice, punctuation, or documentation; **and** the composition is sophisticated. |
| **3** The writer demonstrates an understanding of the text(s) under discussion. | **3** The essay has a thesis. | **3** The essay's organization (ordering of assertions) is clear; inferences are drawn logically; and no part of the essay is extraneous. Some topic sentences can be sharpened. Transition is missing (at least once). | **3** The writer supports her claims with evidence, but more is required. Stronger verbs to introduce quotes may be needed—e.g., “say” is a very weak verb. | **3** The essay does not acknowledge likely objections to the argument and fails to establish why the writer’s claims matter. | **3** The writer has shown initiative beyond the markings on the first draft to improve three of the following: the essay’s argument, organization, use of evidence, wording, naysayers, grammar and mechanics. | **3** The essay contains three or four errors in sentence structure, tense consistency, spelling, word choice, punctuation, or documentation. |
| **2** The writer represents the text(s) under discussion poorly. | **2** The essay's thesis is unclear. | **2** The essay's organization (ordering of assertions) is faulty; inferences are drawn illogically once or twice; **or** one or two parts of the essay are extraneous (do not belong in the paragraph). | **2** The writer fails to support assertions with evidence more than once and/or some quotes are “hit and run.” | **2** The essay fails to represent the issues/ opposing views clearly, so the argument is not persuasive. | **2** The writer has only fixed problems in wording, grammar, and mechanics. | **2** The essay contains five or six errors in sentence structure, tense consistency, spelling, word choice, punctuation, or documentation. |
| **1** The writer fails to address the text(s) under discussion. | **1** The essay has no thesis. | **1** The essay demonstrates no sense of organization; inferences are drawn illogically three or more times. Some sentences do not really belong anywhere. | **1** The writer fails to support assertions with evidence three or more times. | **1** Only what “they say” appears in the essay and not very clearly. | **1** The writer has failed to fix even problems in wording, grammar, and mechanics. | **1** The essay contains seven or more errors in sentence structure, tense consistency, spelling, etc. etc. etc. |