

GRADING GUIDELINES FOR ESSAY ASSIGNMENTS

English Composition I and II

The following is a general guide and will not necessarily cover every case. For example, the content of a certain essay might be "B" level, but faulty punctuation or sentence structures, for example, might lower the grade to a "C" or even a "D."

A = Superior B = Above Average C = Average D = Below Average

The "A" essay:

- Shows careful thought and originality in treatment of subject.
- Fully develops a sufficient number of clearly related ideas.
- Effectively states a thesis.
- Uses abundant details with concrete examples to support generalizations.
- Follows the organizational plan stated in the introduction.
- Uses sophisticated sentence constructions.
- Employs effective sentence variety to express ideas coherently and uses appropriate transitions.
- Has virtually no errors in mechanics/usage/format.
- Exhibits appropriate diction and voice that indicate maturity.
- Effectively addresses a specific audience.

The "B" essay:

- Shows originality and voice appropriate to subject.
- Has carefully worded thesis.
- Gives relevant and specific detail in support of subject.
- Expresses ideas clearly and uses a variety of sentence patterns.
- Uses effective diction and appropriate transitions.
- Includes few (2-3) mechanical errors.

The "C" essay:

- Has weak thesis statement, but has some organization and development.
- Uses ineffective sentence structure.
- Uses diction that is wordy, repetitious, and imprecise.
- Gives little detail or support.
- Displays minimal use of transition.
- Contains multiple errors in grammar, spelling, usage.

The "D-E" essay:

- Is incoherent.
- Has a weak or vague thesis statement.
- Lacks organization.
- Includes very little, if any, supporting detail.
- Contains major sentence errors: fragments, run-ons, etc.
- Contains numerous errors in mechanics and usage.
- Fails to follow instructor's instruction regarding format.