

Aultman College English Department
COMPOSITION GRADING RUBRIC for ENG 105, College Composition I

	A, A-	B+, B, B-	C+, C, C-	D+, D, D-	F
Thesis/Focus	Clearly established, maintained throughout; demonstrates intelligent, sophisticated awareness of audience.	Clearly established, consistently addressed throughout most of the paper with concrete detail, specific examples, lively language.	Central idea is general or conventional and typically supported by general or somewhat irrelevant examples.	Superficial and inconsistently addressed; reveals limited awareness of audience.	Lacks central idea; limited or no awareness of audience and purpose.
Organization	Clear, logical order of ideas and pattern of development appropriate to thesis and content. Transitions are natural, strong, effective, fluid, uncontrived.	Logical, clear, controlled. Most paragraphs have clear topic sentences; essays establish clear pattern of development. Transitions are natural, strong, effective, fluid.	May demonstrate basic understanding of organization, but is generally choppy and may be difficult to follow. Transitions sometimes abrupt or mechanical.	Reveals no apparent strategy; exhibits lapses in focus and logic.	Random and without focus or logic.
Development	Demonstrates clear, insightful, relevant, and deep critical thinking. Treatment of topic is thorough with strong, engaging intro and conclusion.	Strong depth of critical thinking, significant detail, depth of research. Thorough treatment of topic with introduction and conclusion.	Demonstrates limited critical thinking and knowledge of subject. Central idea may require more support, examples or other means of development than writer provides.	Displays little knowledge of subject, does not form conclusions, or fails to exhibit critical thinking or clear reasoning.	Displays little or no knowledge of subject, does not form conclusions, or fails to exhibit critical thinking and clear reasoning.
Language	Sophisticated and engaging with sentences of varying length and complexity; precise, fresh, economical language that expresses complex ideas clearly.	Demonstrates knowledge and skill with complex, varied sentence construction and vocabulary. Diction is fresh, economical, vigorous with minor mechanical lapses.	Demonstrates competency with language use, but sentence constructions and vocabulary may be limited or repetitive. Contains many mechanical lapses.	Contains repetitive, incorrect, or ineffective sentence structure and limited vocabulary.	Fails to demonstrate competent language use; sentences and vocabulary are inappropriate, facile, or incoherent.
Tone, Point of View	Distinctive voice, appropriate tone, consistent POV.	Distinctive voice, appropriate tone; establishes but may not demonstrate consistent POV	Inconsistent awareness and/or understanding of appropriate tone and/or POV.	Fails to exhibit consistent understanding of tone and/or POV.	Lacks awareness or understanding of tone and POV.
Format, Design	Meets requirements; fully integrates design elements to best serve rhetorical purpose.	Meets requirements; design consistently contributes to persuasive aims of the assignment	May not meet requirements; unevenly incorporates elements of design to aid its argument.	Doesn't meet requirements; design bears little relevance to assignment's rhetorical purpose or guidelines.	Doesn't meet requirements; makes no attempt to use elements of design to persuade audience.
Research (if applicable)	Thoroughly researches the topic, uses sources effectively, documents them accurately.	Fairly thorough research with effective use of sources and accurate documentation.	Superficially researches the topic, poorly incorporates sources, or fails to document accurately.	Lacks sufficient research for the topic, poorly incorporates sources, or fails to document accurately.	Uses insufficient, irrelevant, or inadequate sources or plagiarizes.
Mechanics	Contains few if any errors in spelling, punctuation, grammar, paragraphing, or manuscript format.	May contain a few errors, but they don't interfere with the essay's overall effectiveness	Contains multiple errors that hinder readability. Doesn't show careful attention to editing and revising apparent in superior writing.	Contains many errors that garble meaning or intent.	Multiple errors that hinder reading and understanding of the paper.

Instructor Comments: