

Aultman College COMPOSITION GRADING RUBRIC (Updated 05.15.14)

	A	B	C	D	F
Thesis/Focus	Clearly established, maintained throughout; demonstrates intelligent, sophisticated awareness of audience.	Established, consistently addressed throughout most of essay. Concrete, specific detail. Clear audience awareness.	Central idea not clearly established; may be supported by general or irrelevant examples. Limited audience awareness.	Superficial and inconsistently addressed; reveals limited awareness of audience.	Lacks central idea; limited or no awareness of audience and purpose.
Organization	Clear, logical order; pattern of development appropriate to thesis and content. Natural, strong, effective transitions.	Logical, clear, controlled but with minor issues. Most paragraphs have topic sentences; clear organization; effective transitions.	May show basic understanding of organization, but generally choppy, difficult to follow. Transitions 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.	Shows depth of critical thinking, significant detail, though one or two aspects are weak. Strong introduction and conclusion.	Demonstrates limited critical thinking and/or knowledge of subject. Needs more support than writer provides. Introduction and conclusion may be lacking.	Demonstrates limited critical thinking. Provides little or ineffectual support. Does not form conclusions. Lacks effective introduction.	Fails to exhibit critical thinking, clear reasoning. Little or no knowledge of subject. Does not form conclusions.
Language	Sophisticated, engaging; sentences of varying length and complexity; precise, fresh, economical language; clear expression of complex ideas.	Demonstrates knowledge and skill with complex, varied sentences 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, but with a few exceptions, contributes to persuasive aims of the assignment	May not meet all requirements; unevenly incorporates elements of design to aid its argument.	Doesn't meet requirements; design may be irrelevant to assignment's rhetorical purpose or guidelines.	Doesn't meet requirements; no attempt to use 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, poorly incorporates sources, fails to document accurately.	Uses insufficient, irrelevant, or inadequate sources or plagiarizes.
Mechanics	Few or no errors in spelling, punctuation, grammar, paragraphing, or format.	A few errors, but they don't interfere with essay's overall effectiveness	Many errors that hinder readability. Little attention to editing and revising.	Many errors that garble meaning or intent.	Excessive amount of errors that hinder reading and understanding.
Participation in Writing Process	For each assignment, students must fulfill all drafting, peer review, and conference requirements on the due dates. Failure to comply will result in a penalty of one step for each requirement missed. (For example, a grade of B would be lowered to B- if the student missed one draft submission. The B- would be lowered to C+ if the student missed a draft submission and a peer review session.) Draft 1: _____ Peer Review 1: _____ Draft 2: _____ Peer Review 2: _____ Other: _____				

Instructor Comments: