

	A	B	C	D	F
Thesis	Specific, Arguable, Clear, Relevant, Structured, Insightful	Misses one feature of an "A" thesis (most often "insight")	May miss some features of an "A" thesis, but still gets point across	Lacks one or more features of "A" or "B" thesis	Lacks one or more features of "A" or "B" thesis
Argument	Directly addresses the assignment by arguing for a convincing, insightful interpretation of the text; based on nuanced critical reading of excerpts and goes beyond ideas discussed in class; defines terms, gives illuminating examples, concise/relevant summary or paraphrase when necessary; anticipates the readers' need for information, explanation and context; highly responsive to the demands of the writing prompt	Holds the reader's attention and exceeds the basic demands of the assignment, arguing for a reasonably convincing and insightful interpretation of the text; addresses audience with a thoughtful argument with a clear purpose; insightful, based on critical reading of text; focused on specific excerpts from text; performs some of the aspects of the "A" analysis	Meets the basic demands set forth in the assignment by arguing for a somewhat convincing interpretation of the text, analyzing specific incidents or passages; presents an adequate response to the essay prompt; not too much generalization; analysis maintains some literary focus; performs at least one aspect of the "A" paper analysis	Does not argue consistently for a somewhat convincing interpretation of the text; misreading; mostly generalizations; poses irrelevant questions, incorrectly defines terms, irrelevant or pedestrian examples, or poor summary and paraphrasing; unresponsive to the specific writing situation; shows difficulties communicating through academic writing	Fails to meet the minimum standards for the assignment; does not meet the basic demands of the assignment because it does not argue for an interpretation of the text; presents subjective or irrelevant information; primarily plot summary and paraphrase; shows severe difficulties communicating through academic writing
Structure	Clearly articulated structure in thesis/intro is followed throughout essay; each paragraph has a particular focus and cohesively develops a specific point; relation between paragraphs signaled via smooth, relevant transitions; reader can easily follow logical progression of thought	Clearly articulated structure in thesis/intro is followed throughout essay; majority of paragraphs have a particular focus and cohesively develop a specific point; relation between paragraphs signaled via transitions; reader can follow logical progression of thought	Structure is articulated in thesis/introduction and largely followed; at least half the paragraphs have a particular focus and cohesively develop a specific point; relation between paragraphs usually signaled via transitions; reader can follow somewhat logical progression of thought	Thesis or essay lack structural components; fewer than half the paragraphs have a particular focus and cohesively develop a specific point; relation between paragraphs rarely signaled via transitions; reader has difficulty following progression of thought	Incoherent paragraphs; no transitions; no indication of structural consideration in the thesis; reader has great difficulty following progression of thought
Quotations	Relevant, gracefully integrated, properly cited	Relevant, integrated, properly cited	Not always relevant or integrated, usually cited	Rarely integrated or cited correctly	Irrelevant or no quotations without citation
Language	Exceptionally well crafted and clear. Diction is vivid, apt and precise. Sentence structures are varied and carefully composed; maintains active voice	Clear with few errors; diction usually vivid, apt and precise; sentence structures usually varied and carefully crafted; mostly maintains active voice	Errors exist but do not detract from readability; wordiness; imprecise diction; passive voice; unclear/awkward sentences; some distracting grammar errors.	Major errors detract from readability; language is vague, ungraceful or has frequent errors; little economy and precision; unclear or awkward sentences	Numerous grammatical errors and stylistic problems that seriously detract from the argument; does not meet Standard Written English requirements
Credibility, Academic Ethos, MLA	Convincing credibility; very well edited, well-crafted academic title; correct MLA format	Convincing credibility; well edited, includes an academic title; correct MLA format	Largely convincing credibility; limited evidence of editing; attempts an academic title, some MLA mistakes	Unconvincing credibility in one or more ways; very little evidence of editing; poor attempt at academic title; severe MLA mistakes	Unconvincing credibility in one or more ways; very little evidence of editing; no academic title; incorrect MLA format

GRADE: