

**Grading Rubric: DMAC Freshman Composition and College Writing | Professor Rose**

Introduction			Points		
<b>Lead-in:</b> fully and interestingly establishes the context and boundaries of the topic while enticing the reader and setting the tone. <b>Thesis:</b> states its argument clearly and addresses the prompt.	<b>Excellent A</b>	<b>10</b>			
<b>Lead-in:</b> establishes the context and boundaries of the topic as it attempts--with only partial success--to entice the reader and set the tone. <b>Thesis:</b> states its argument clearly and clearly addresses the prompt.	<b>Good B</b>	<b>9</b>			
<b>Lead-in:</b> establishes the context and boundaries of the topic but is formulaic OR repetitious. <b>Thesis:</b> states its argument clearly and clearly addresses the prompt.	<b>Adequate C</b>	<b>8</b>			
<b>Lead-in:</b> does not clearly establish the context and boundaries of the topic. <b>Thesis:</b> states its argument clearly and clearly addresses the prompt.	<b>Poor D</b>	<b>7</b>			
<b>Lead-in:</b> missing OR simply copies the prompt OR does not clearly lead to thesis. <b>Thesis:</b> missing OR does not clearly state the argument OR does not clearly address the prompt.	<b>F</b>	<b>6-0</b>			
Body Paragraphs			P1	P2	P3
<b>Unity/coherence:</b> paragraph develops one reason which clearly contributes to an understanding of the thesis. Ideas are easy to follow and transitions are used effectively. <b>Development:</b> paragraph is <b>fully developed</b> and uses exact and appropriate language. The content is remarkable for the knowledgeable way it addresses the topic. No major errors in logic.	<b>Excellent A</b>	<b>45-41 (15-14)</b>			
<b>Unity/coherence:</b> paragraph develops one reason which clearly contributes to an understanding of the thesis. However, one or two sentences may not clearly contribute to the paragraph's main idea. Transitional words or phrases are used. <b>Development:</b> paragraph is fully developed with <b>detailed support</b> . While supporting ideas develop the paragraph's main idea, there are places where the writer needs to add more details or be more precise to make the connections obvious. If the paragraph is lengthy, it may have a MINOR repetition problem. Some minor errors in logic may exist.	<b>Good B</b>	<b>40-36 (13-12)</b>			
<b>Unity/coherence:</b> paragraph develops one reason which clearly contributes to an understanding of the thesis. However, there is an abrupt quality either because of brevity or lack of coherence among supporting ideas. <b>Development:</b> paragraph provides only a summary development of the topic. Support is presented in a skeletal structure and relies on obvious statements. <b>OR</b> It presents many supporting ideas, some of which do not clearly relate to the topic.	<b>Adequate C</b>	<b>35-31 (11-10)</b>			
<b>Unity/coherence:</b> paragraph may begin with a topic sentence, but it does not clearly relate to the thesis. <b>OR</b> It contains only one or two sentences that do not adequately develop the paragraph.	<b>Poor D</b>	<b>30-27 (9-6)</b>			
Paragraph does not develop one topic. It may be slightly related to the thesis but ideas are illogically presented. <b>OR</b> There is too little to evaluate.	<b>F</b>	<b>26-1 (5-1)</b>			
Language Skills			Points		
Successfully uses and punctuates a variety of sentence structures: simple, compound, complex, and compound-complex. Few if any errors exist, and errors do not interfere with readability. Writer demonstrates consistent command of higher level language skills.	<b>A</b>	<b>40-36</b>			
Some variety of sentence structure exists. Minor errors exist in structure. Writer demonstrates good command of higher level language skills.	<b>B</b>	<b>35-32</b>			
Some variety of sentence structure exists. May contain a few major grammatical and mechanical errors, but errors only create minor if any difficulty in readability.	<b>C</b>	<b>31-28</b>			
Writer shows poor basic skills. Frequent errors in basic grammar and mechanics.	<b>D</b>	<b>27-24</b>			
Writer shows very poor basic skills. Excessive errors in basic grammar and mechanics.	<b>F</b>	<b>23-1</b>			
Conclusion			Points		
An original, graceful ending that reinforces the essay's position.	<b>A</b>	<b>5</b>			
Restates the thesis and/or main points and offers the reader some analysis or commentary that reinforces the essay's position.	<b>B</b>	<b>4</b>			
A mechanical ending; it merely restates the thesis and/or main points.	<b>C</b>	<b>3</b>			
Too brief to be successful. <b>OR</b> Raises ideas that contradict the thesis. <b>OR</b> is abrupt.	<b>D</b>	<b>2</b>			
Shows no sense of a conclusion's purpose. <b>OR</b> is missing.	<b>F</b>	<b>1</b>			

<b>Extra Penalties</b>		
<b>Formatting</b> (We use MLA format in this class. See the MLA Paper Format handout and video at rexrose.com.)		
Document does not have one-inch margins.	-2	<input type="checkbox"/>
No page numbers in the document header in the upper right corners of the pages.	-1	<input type="checkbox"/>
No last name before page numbers.	-1	<input type="checkbox"/>
No space between last name and page numbers.	-1	<input type="checkbox"/>
First line of the header is not your name.	-1	<input type="checkbox"/>
Second line of the header is not my name preceded by my title (Prof.)	-1	<input type="checkbox"/>
Third line of header is not GE1100, one space, and section number (3:30 is B-R4, 7:00 is A-R3).	-1	<input type="checkbox"/>
Fourth line of header is not the date in numerals, the month spelled out, and the year in numerals.	-1	<input type="checkbox"/>
Header has more or less than four lines.	-1	<input type="checkbox"/>
Extra spaces between header and title; title and first line; one paragraph and another; or elsewhere).	-1 Per	<input type="checkbox"/>
Not double-spaced paragraphs and/or header.	-5	<input type="checkbox"/>
Title is bold, italic, underlined, wrong size, other font, all capitals, in quotation marks, or generic.	-2	<input type="checkbox"/>
Font is not 12-point Times New Roman.	-5	<input type="checkbox"/>
<b>Improper Paper Length</b> (Papers should be 2.5-3.5 pages long.)		
2.25 Pages	-5	<input type="checkbox"/>
2 Pages	-10	<input type="checkbox"/>
1.75 Pages	-15	<input type="checkbox"/>
1.5 Pages	-20	<input type="checkbox"/>
1.25 Pages	-25	<input type="checkbox"/>
1 Page	-30	<input type="checkbox"/>
4 Pages	-5	<input type="checkbox"/>
4.25 Pages	-10	<input type="checkbox"/>
4.5 Pages	-15	<input type="checkbox"/>
4.75 Pages	-20	<input type="checkbox"/>
5 Pages	-25	<input type="checkbox"/>
5.25 Pages	-30	<input type="checkbox"/>
<b>Style</b>		
Paper is informal, using contractions; the pronouns "I" and "you"; and colloquialisms.	-5	<input type="checkbox"/>