

Eastern Kentucky University Department of English & Theatre

First-Year Writing Grading Rubric

C = COMPETENT (70-79)

A competent text meets the following standards:

Follows assignment instructions as specified by the instructor.
Is organized as the assignment requires (summary, narrative, argument, analysis, etc.).
Meets assignment requirements for length, genre, approach, or rhetorical situation.

Unity

Focuses on a specific purpose for a defined audience (SLO 1).
Defines a topic leading to a clearly stated thesis (SLO 2).
Analyzes and synthesizes evidence coherently around thesis throughout the text (SLO 5).

Development

Provides adequate and relevant supporting information gathered from the critical reading of college-level texts from primary sources for 101 and from primary and/or secondary sources for 102 and 105 (SLO 3).
Shows careful research and use of trustworthy sources (if required) (SLO 3).
Integrates the student's ideas with the ideas of others to draw conclusions and build arguments (SLO 4).
Paraphrases, summarizes, and quotes sources effectively (SLO 6).
Documents all sources appropriately in-text and in a reference listing such as a Works Cited when quoted, paraphrased, summarized or otherwise used for information (SLO 6).

Conventions of Academic Writing

Uses sentence structure, tone, voice, and vocabulary appropriate for academic writing (SLO 7).
Has been proofread and edited carefully to reflect Standard English considerations such as grammar, punctuation, and spelling (SLO 8).
Is formatted according to MLA or other standards of the assignment (SLO 8).

B = PERSUASIVE (80-89)

A persuasive text meets the following standards in addition to the competency standards above:

Coherence

Presents effective transitions between paragraphs and between sentences.
Uses clear prose including sentence-level style such as variation, rhythm, vocabulary, and phrasing.

Evidence

Develops points thoroughly with specific and concrete evidence (ex: quotes, data, statistics).
Engages with an appropriate number of reliable, college-level sources for support.
Integrates evidence from outside sources smoothly and with precise documentation.

A = ACCOMPLISHED (90-100)

An accomplished essay distinguishes itself through one or more of the following characteristics in addition to meeting the competent and persuasive standards above:

Clarity	Accuracy	Precision	Relevance
Depth	Breadth	Logic	Significance
Fairness	Seamless Coherence	Sophistication	Recognizable Voice

D = DEVELOPING (60-69)

A text is developing and will receive a D if it attempts to establish a controlling purpose but fails to competently maintain unity throughout the composition. This text may also lack audience awareness, coherence, and/or evidence and/or have several problems with the conventions of academic writing. *You should schedule a conference with your instructor if your text earns a D.*

F = BEGINNING/INEFFECTIVE

A text that does not meet the basic standards of competency will receive an F. *In this case, you should schedule a conference with your instructor to discuss your ability to be successful in the class.*

This text does not meet competency standards because:

- it shows minor problems in all areas, or
- major problems in one or two competence areas.

The most common reasons for receiving an F include unintentional plagiarism, failure to meet assignment requirements such as length or research, or lack of a controlling purpose or thesis.

If you are found to have plagiarized intentionally, your paper will be removed from this general rubric, and we will follow guidelines for an infraction of Academic Integrity. You can see ECU's Academic Integrity policy at www.academicintegrity.ecu.edu.

STUDENT:

GRADE:

COMMENTS: