



General Evaluation For Papers

Students sometimes do not understand how a paper is graded. The explanation of grading here derives from standards for Advanced Placement exams, and is called a “grading rubric”. Note that this is the standard expected of good pre-university students. It outlines basic elements of a good paper, and attaches grades to them. The basic grade of a paper derives from its content. The difference between the higher and lower grades here may depend on issues such as presentation.

The Superior Paper (A/A-)

THESIS: Easily identifiable, plausible, novel, sophisticated, insightful, and crystal clear.

STRUCTURE: Evident, understandable, and appropriate for the thesis. Excellent transitions from point to point. Paragraphs support solid topic sentences.

USE OF EVIDENCE: Primary source information used to buttress every point with at least one example. Examples support topic sentence and fit within paragraph. Excellent integration of quoted material into sentences.

ANALYSIS: Author clearly relates evidence to the topic sentence; analysis is fresh and exciting, posing new ways to think of the material.

LOGIC AND ARGUMENTATION: All ideas in the paper flow logically; the argument is identifiable, reasonable, and sound. Author anticipates and successfully defuses counter-arguments; makes novel connections to outside material (from other parts of the class, or other classes) that illuminates thesis.

MECHANICS: Sentence structure, grammar, and diction excellent; correct use of punctuation and citation style; minimal to no spelling errors; absolutely no run-on sentences or comma splices.

The Good Paper (B+/B)

THESIS: promising, but may be slightly unclear, or lacking in insight or originality.

STRUCTURE: Generally clear and appropriate though may wander occasionally. May have a few unclear transitions, or a few paragraphs without strong topic sentences.

USE OF EVIDENCE: Examples used to support most points. Some evidence does not support point, or may appear where inappropriate. Quotations well integrated into sentences.

ANALYSIS: Evidence often related to topic sentence, though links perhaps not very clear.

LOGIC AND ARGUMENTATION: Argument of paper is clear, usually flows logically and makes sense. Some evidence that counter-arguments are acknowledged, though perhaps not addressed. Occasional insightful connections to outside material made.

MECHANICS: Sentence structure, grammar, and diction strong despite occasional lapses; punctuation and citation style often used correctly. Some (minor) spelling errors; may have one run-on sentence or comma splice.

The Borderline Paper (B-/C+)

THESIS: May be unclear (contain many vague terms), appear unoriginal, or offer relatively little that is new; provides little around which to construct the paper.

STRUCTURE: Generally unclear, often wanders or jumps around. Few or weak transitions; many paragraphs without topic sentences.

USE OF EVIDENCE: Examples used to support some points. Points often lack supporting evidence, or evidence used where inappropriate (often because there may be no clear point). Quotations may be poorly integrated into sentences.

ANALYSIS: Quotations appear often without analysis relating them to topic sentence (or there is a weak topic sentence to support), or analysis offers nothing beyond the quotation.

LOGIC AND ARGUMENTATION: Logic may often fail, or argument may often be unclear. May not address counter-arguments or make any outside connections.

MECHANICS: Problems in sentence structure, grammar, and diction (usually not major). Errors in punctuation, citation style, and spelling. May have several run-on sentences or comma splices.

The “Needs Help” Paper (C/C-)

THESIS: Difficult to identify at all; may be bland restatement of obvious point.

STRUCTURE: Unclear, often because thesis is weak or non-existent. Transitions confusing and unclear. Few topic sentences.

USE OF EVIDENCE: Very few or very weak examples. General failure to support statements, or evidence seems to support no statement. Quotations not integrated into sentences, but ‘plopped in’ in an improper manner.

ANALYSIS: Very little or very weak attempt to relate evidence to argument; may be no identifiable argument, or no evidence to relate it to.

LOGIC AND ARGUMENTATION: Ideas do not flow at all, usually because there is no argument to support. Simplistic view of topic; no effort to grasp possible alternative views.

MECHANICS: Big problems in sentence structure, grammar, and diction. Frequent major errors in citation style, punctuation, and spelling. May have many run-on sentences and comma splices.

The Failing Paper

Shows obvious minimal lack of effort or comprehension of the assignment. Very difficult to understand owing to major problems with mechanics, structure, and analysis. Has no identifiable thesis, or utterly incompetent thesis.