

## EVALUATION DESCRIPTIONS FOR COMPOSITIONS AND WRITING ASSIGNMENTS

- 5 Strong introductory and concluding paragraphs and a strong, clear thesis is present to guide the essay as a whole. Paragraphs have clear topic sentences, concluding sentences and supporting sentences that are interesting and imaginatively written. Paragraphs are very well developed with interesting supporting details and examples. No serious, repetitive grammar problems. All sentences are logically coherent with the topic sentences. All sentences are unified with the topic. Sentence variety is prevalent throughout and writer demonstrates a mastering of subordination and coordination. A sense of “voice” is beginning to become apparent in the writing. Very little awkwardness and rarely unclear. This grade is reserved for exceptional work. In an exceptional class, it is possible for several “5’s” to be given. It is also possible in a mediocre class for none to be earned.
- 4 Good introductory and concluding paragraphs with a clear thesis. Paragraphs have clear topic sentences, concluding sentences, and supporting sentences. Paragraphs are well developed, coherent, and unified. Good examples, illustrations, and details are provided. Limited grammar problems. Occasionally awkward or unclear. Sentences tend to be grammatically correct but pedestrian—somewhat uninteresting or unimaginative in expression. This grade means above average work, but not exceptional. A “4” is a very good grade in this course.
- 3 The essay has adequate introductory and concluding paragraphs and a thesis with perhaps some deficiencies. Paragraphs have adequate topic sentences, concluding sentences, and supporting sentences, but the sentences tend to be awkward throughout the essay. Occasional problems with coherence, unity of focus, and perhaps could be developed more in certain places. Consistent problems with grammar. The essay is marked by a number of unclear sentences. A “3” means neither “bad” nor “great.” It means “average.” It means the work is satisfactory for the course and of average caliber when compared with other students.
- 2 Some deficiencies in introductory and concluding paragraphs and thesis might be missing or buried someplace in the text. Paragraphs have deficiencies in topic sentences, concluding sentences, or subordinating sentences. Paragraphs are often incoherent, lack unity, and are not particularly well developed. Serious and consistent problems with grammar. Generally the essay is quite difficult to read and understand, if not impossible. Almost completely awkward and unclear. This grade means that the work is unsatisfactory and below the average for students taking the class. It does not mean that the work is poor, however.
- 1 Usually is so poorly developed that it does not really constitute a essay. An essay receives this grade if it is not revised or is submitted as a revision but is not revised. This grade indicates poor work, but more than that—POOR EFFORT. One must try rather hard to earn this particular grade.
- 0 Essay is not submitted within one week after its initial due date. This grade signifies NO EFFORT WHATSOEVER. It is reserved for students who would be better off doing something other than studying at a university.