

Thesis		Structure	Language	Conceptual Reasoning	Evidence
A	Well-defined thesis; is sophisticated in both statement and insight	Well-constructed paragraphs and smooth transitions between ideas and concepts esp. in between paragraphs	Uses sophisticated sentences effectively; appropriate word choice; very few minor and technical errors	Has cogent analysis, shows command of interpretive and conceptual tasks required by assignment and course materials: ideas original, often insightful, going beyond ideas discussed in lecture and class	Well-chosen examples; uses persuasive reasoning to develop and support thesis consistently; uses specific quotations, statistics, aesthetic details, or citations of scholarly sources effectively; logical connections between ideas are evident
B	Clear and specific thesis; Some unclarities within	Distinct thoughts in paragraphs with very arguable topic sentences; clear transitions between ideas esp. in between paragraphs	A few mechanical errors or stylistic problems; occasional problematic word choice or syntax errors; a few grammatical errors	Shows a good understanding of the texts, ideas; goes beyond the obvious; may have one minor factual or conceptual inconsistency	Pursues explanation and proof of thesis consistently; develops a main argument with explicit major points with appropriate textual evidence and supporting detail
C	Generalizing thesis; may have several unclear ideas	Some brief, weakly unified or underdeveloped paragraphs; A few awkward transitions between ideas esp. in between paragraphs	Frequent wordiness; unclear or awkward sentences; imprecise use of words or over-reliance on passive voice; obvious grammatical errors;	Shows an understanding of the basic ideas and information; may have some factual, interpretive, or conceptual errors	Only partially develops the argument; shallow analysis; some ideas and generalizations undeveloped or unsupported; makes limited use of textual evidence; fails to integrate quotations appropriately; warrants missing
D	Vague and non centralized thesis; many unclear ideas	Simplistic, tends to narrate or merely summarize; wanders from one topic to another; illogical arrangement of ideas	Has major grammatical or proofreading errors; language frequently weakened by clichés, colloquialisms, repeated inexact word choices;	Shows inadequate command of course materials or has significant factual and conceptual errors; confuses some significant ideas	Frequently only narrates; digresses from one topic to another without developing ideas or terms; makes insufficient or awkward use of textual evidence; relies on too few or the wrong type of sources.

Bonus Points-Rhetoric			
5	4	3	2
Commands attention with a convincing argument that has a compelling purpose; highly responsive to the demands of a specific writing situation; sophisticated use of conventions of academic discipline and genre; anticipates the reader's needs for information, explanation, and context	Addresses audience with a thoughtful argument with a clear purpose; responds directly to the demands of a specific writing situation; competent use of the conventions of academic discipline and genre; addresses the reader's needs for information, explanation, context	Presents an adequate response to the essay prompt; pays attention to the basic elements of the writing situation; shows sufficient competence in the conventions of academic discipline and genre; signals the importance of the reader's needs for information, explanation, and context	Shows serious weaknesses in addressing an audience; unresponsive to the specific writing situation; poor articulation of purpose in academic writing; often states the obvious or the inappropriate