



## Grading Rubric

Student: \_\_\_\_\_

Professor: \_\_\_\_\_

Assignment: \_\_\_\_\_

Date: \_\_\_\_\_

Grade: \_\_\_\_\_

Criteria	Excellent (A)	Good (B)	Fair (C)	Poor (D-F)	Score
<b>Content (40%)</b> Clarity of purpose Critical thought Original arguments	Excels in responding to assignment Superior arguments Supporting information is well balanced and effectively reasoned Content is concise and to the point	Central idea is good quality and addresses the assignment Supporting arguments are well reasoned but somewhat basic Content is clear but could be more concise	Adequately addresses the assignment Some arguments are weak or off topic Content in coherent but needs further revision	Missed main points of the assignment Arguments are inconsistent or missing Content is shallow or frequently off topic	
<b>Structure (30%)</b> Organization Coherence Format	Well organized and easy to follow Transitions are smooth, sophisticated, and flow well from point to point Format is balanced and well structured	Clearly organized but fairly simplistic or contains minor flaws Writing is easy to follow but not compelling Format is good but flow is not superior	Ideas are choppy Not all arguments are coherent Simplistic flow, repetitive material, or errors in format/structure	Lacks organization Little effort appears to be made to link to the main point or the assignment Incoherent formatting or structure - difficult to follow	
<b>Mechanics (15%)</b> Sentence structure Punctuation	Superior sentence structure and punctuation with no common errors Written in own words with attention to detail	Good sentence structure A few punctuation or grammar mistakes, but nothing takes away from the reader's understanding	Several errors, especially common mistakes - careless Some mechanics are missing or misused	Frequent errors in mechanics, grammar, or punctuation making meaning incoherent	
<b>Support (15%)</b> Sources/evidence Tone	Sophisticated use of evidence Material captures the reader's attention Clear and consistent tone appropriate to the audience	Use of evidence is clear but not always compelling Evidence is well used (on point) sometimes, but not always Tone is generally clear	Evidence is sometimes lacking or misused Arguments are appropriate but lack confidence and clarity Minimal attention to tone	Evidence is missing or incorrectly used Tone is lacking or inappropriate	

Comments/suggestions: