

GRADING CRITERIA

A+ (90-100)

Clear development of a specific, insightful and **original** thesis, with proper paragraphing, strong topic sentences and smooth transitions
Sentence structure correct, with full range of sentence types (compound, complex, and compound-complex), with full range of punctuation (including semicolons, colons, dashes, parentheses)
Graceful style, neither pompous nor breezy, **with excellent word choice and near flawless expression** (fairly free of proofreading errors, grammatical problems, spelling mistakes)
Detailed reference to appropriate texts, with evidence of **individual response**
Quotations well integrated into text, with proper documentation
Demonstrates **exceptional understanding** of subject: ability to expound subject and to see around it – subtleties, ambiguities, qualifications and concessions, relations to other subjects, etc--.

A (80-89)

Clear development of a specific, insightful thesis, with proper paragraphing, strong topic sentences and smooth transitions
Sentence structure correct, with full range of sentence types (compound, complex, and compound-complex), with full range of punctuation (including semicolons, colons, dashes, parentheses)
Graceful style, neither pompous nor breezy, with minimum of errors of expression (free of proofreading errors, grammatical problems, spelling mistakes)
Detailed reference to appropriate texts, with evidence of individual response
Quotations well integrated into text, with proper documentation
Demonstrates thorough understanding of subject: ability to expound subject and to see around it – subtleties, ambiguities, qualifications and concessions, relations to other subjects, etc--.

B+ to A- (70-79)

Clear development of a specific thesis, with proper paragraphing
Sentence structure correct, with full range of sentence types (compound, complex, and compound-complex), with full range of punctuation (including semicolons, colons, dashes, parentheses)
Graceful style, neither pompous nor breezy, with minimum of errors
Detailed reference to appropriate texts, with evidence of individual response
Quotations well integrated into text, with proper documentation
Demonstrates good understanding of subject
Ability to expound reasonably sophisticated ideas with clarity.

B- to B (60-69)

Clear development of a specific thesis, with proper paragraphing
Sentence structure correct, with reasonable range of sentence types (compound, complex, and compound-complex), and full range of punctuation
Style not too wordy, with errors few and minor
Adequately detailed reference to texts
Quotations well integrated into text, with proper documentation
Ability to expound subject.

C to C+ (50-59)

Reasonably clear development of thesis, with proper paragraphing
Sentence structure correct, but perhaps overly simple, with tendency to avoid punctuation besides period and comma
Few errors of diction or grammar (comma splices, fragments, semicolon errors, subject-verb disagreements, poorly integrated quotations)
Effort to support points with references to the text, with reasonable effort at documentation
Basic ability to expound ideas

F1 (46-49)

Absence of clear argument

Difficulty with paragraphing or consecutive thought and with developing, supporting, or illustrating stated thesis in body of paper; topic sentences that are statements of facts; absence of transitions

Difficulties with fundamentals of writing: basic punctuation, spelling, sentence structure (evidence of proofreading errors and grammatical problems)

Demonstrates limited understanding of subject

F2 (40-45)

Absence of clear argument and/or lack of comprehension

Ideas unformed and clouded by weak expression

Difficulty with paragraphing or consecutive thought

Errors of diction or grammar frequent enough to interfere with understanding (comma splices, fragments, semicolon errors, subject-verb disagreements, poorly integrated quotations)

Demonstrates weak understanding of subject, provides overgeneralization with inadequate support, or with examples that run to lengthy irrelevant paraphrase (plot summary)

F3 (0-39)

Inadequacy in several levels as detailed above:

Ideas too simple for level of course

Content largely “borrowed” from sources with no individual distillation, but no apparent attempt to deceive

Plagiarism with intent to deceive - **0 (Report to Department)**

These criteria were developed by Professor S. J. Adams, Department of English, The University of Western Ontario and adapted by MB and NE.
