

### Short Paper 3 Grading Rubric

Category (25 pts each)	Exceeds Standards (25-23)	Meets Standards (22-18)	Below Standards (17-below)
<b>Writer's Approach: Quality of analysis and approach to the assignment</b>	Essay demonstrates a strong analysis that answers an interpretive question about a text.	Essay demonstrates a purposeful reading in light of the interpretive question, analyzing key moments that develop and support the answer, and suggesting its significance in the text as a whole.	<ul style="list-style-type: none"> <li>-- Essay weakly answers / addresses the question.</li> <li>-- Struggles to identify and analyze key moments that develop and support the interpretation.</li> <li>-- Comments on the text in basic and/or obvious ways.</li> </ul>
<b>Focus and Development: Clear focus on thesis and development of ideas, analysis, and explanation</b>	<ul style="list-style-type: none"> <li>-- Student's specific thesis is stated early in the paper.</li> <li>-- Develops ideas clearly, carefully analyzes and elaborates on specific textual evidence; all textual examples, details, and other information clearly support and / or connect with the writer's thesis.</li> </ul>	<ul style="list-style-type: none"> <li>-- Although not overly original, specific thesis is stated / developed through analysis.</li> <li>-- Develops ideas clearly and explains textual evidence, but may develop some ideas more fully than others; textual examples, details, support thesis, but connection may not be logical or recognizable.</li> </ul>	<ul style="list-style-type: none"> <li>-- Student's thesis is not stated or is simplistic and obvious.</li> <li>-- Develops ideas briefly or partially (or may not develop thesis / ideas at all), using some textual evidence but w/o much elaboration; textual examples, details are sometimes irrelevant to or does not always clearly connect or support thesis; may have a tendency to "go off" on tangents.</li> </ul>
<b>Organization: Order of key elements, ideas, and paragraph structure</b>	Ideas ordered logically and help the writer to develop or support thesis; each paragraph consistently develops ideas introduced by topic sentences. Transitions are smooth between different ideas / paragraphs.	Ideas / paragraphs ordered logically and structured well as individual units, but may have an occasional lapse or problematic transition between ideas.	Attempts at organizing ideas / paragraphs throughout the paper and as individual units unsuccessful or problems with transitions or internal structure harm the flow.
<b>Language, Style, Requirements: Writing, following assignment requirements</b>	<ul style="list-style-type: none"> <li>-- Word choice is consistently precise, vivid, or powerful; writer uses a voice appropriate for academic style</li> <li>-- Demonstrates control over mechanics and grammar with virtually no errors</li> <li>-- Essay meets all requirements of the assignment</li> </ul>	<ul style="list-style-type: none"> <li>-- Word choice is generally precise and easy to read; writer uses appropriate voice for academic style</li> <li>-- Demonstrates control over mechanics and grammar, but may have some error problems</li> </ul>	<ul style="list-style-type: none"> <li>-- Word choice is generally imprecise, over-wrought (uses a lot of "big words" incorrectly, for instance) and thus may be misleading</li> <li>-- Mechanical and grammatical errors are common enough to somewhat hinder comprehension of the writer's ideas.</li> <li>-- Essay may meet some or none of req's.</li> </ul>

		-- Essay meets most, if not all, of requirements with minor missteps	
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