

Short Paper 3 Grading Rubric

Category (25 pts each)	Exceeds Standards (25-23)	Meets Standards (22-18)	Below Standards (17-below)
Writer's Approach: Quality of analysis and approach to the assignment	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.	-- Essay weakly answers / addresses the question. -- Struggles to identify and analyze key moments that develop and support the interpretation. -- Comments on the text in basic and/or obvious ways.
Focus and Development: Clear focus on thesis and development of ideas, analysis, and explanation	-- Student's specific thesis is stated early in the paper. -- 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.	-- Although not overly original, specific thesis is stated / developed through analysis. -- 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.	-- Student's thesis is not stated or is simplistic and obvious. -- 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.
Organization: Order of key elements, ideas, and paragraph structure	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.
Language, Style, Requirements: Writing, following assignment requirements	-- Word choice is consistently precise, vivid, or powerful; writer uses a voice appropriate for academic style -- Demonstrates control over mechanics and grammar with virtually no errors -- Essay meets all requirements of the assignment	-- Word choice is generally precise and easy to read; writer uses appropriate voice for academic style -- Demonstrates control over mechanics and grammar, but may have some error problems	-- Word choice is generally imprecise, over-wrought (uses a lot of "big words" incorrectly, for instance) and thus may be misleading -- Mechanical and grammatical errors are common enough to somewhat hinder comprehension of the writer's ideas. -- Essay may meet some or none of req's.

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