

# GUIDE TO GRADING THE ESSAY

## “A” [excellent]

- (1) Essay addresses the assignment, both topic and strategies.
- (2) Essay shows careful development of related ideas in coherent, sequential paragraphs.
- (3) Student has edited the essay, cutting away unrelated material, supporting ideas and unifying paragraphs, using transitional words and phrases.
- (4) Student has edited the essay, ensuring that sentences are forceful and clear and logical, avoiding gratuitous abstraction, **tortuously convoluted sentences and purple passages.**
- (5) Diction and English usage are appropriate to the subject **and intended audience** of the paper.

## “B” [good]

- (1) Essay addresses the assignment, both topic and strategies.
- (2) Essay shows careful development of related ideas in coherent, sequential paragraphs.
- (3) While the student has edited the essay, some tangential ideas, unassimilated quotations, needless summary, and organizational flaws remain.
- (4) While the student has edited the language of the essay, moderate stylistic and formal flaws and inappropriate usages remain.

## “C” [adequate]

- (1) Subject is clear-- although essay misses some element of assigned topic and/or strategies.
- (2) Sequence of ideas is traceable-- although paragraphing and structure are faulty.
- (3) Incomplete editing is evident in excess (summary, unassimilated ideas and accessory information) and absence (support, transitions, flow).
- (4) Incomplete editing is evident in moderate errors at sentence level (usage and punctuation).
- (5) Voice may be moderately inappropriate to academic writing.

## “D” [marginal]

- (1) Subject is generally clear but not in keeping with assigned topic and/or strategies.
- (2) Essay relies on unsupported generalizations, vague argument, uncertain information.
- (3) Faulty editing shows in flawed sequence of ideas.
- (4) Faulty editing shows in serious errors at sentence level (usage and punctuation).
- (5) Expression is inappropriate to academic writing.

## “F” [unacceptable]

- (1) Essay is not in keeping with assigned topic and/or strategies.
- (2) Essay is not coherent, showing little development of or relationship among ideas.
- (3) Student has neglected to edit the paper for content or paragraph construction.
- (4) Student has neglected to edit the language at the sentence level (usage and punctuation).