

**EVALUATION RUBRIC***Attach this sheet to the final draft of your paper.***A (90-100)**


---

Reading Understanding.....	Superior understanding of readings; complex and thoughtful exploration of the readings and assignment
Thesis.....	specific, cohesive, and clear; effectively argues for HOW one author's claims challenge or expand on a claim/argument made by the other author and WHY this connection is important; insightful link established between two authors' claims
Key Terms and Concepts.....	clearly defined and explained according to authors with sufficient and well-chosen detail
Evidence (Examples).....	offers thorough support and explanation; quotes introduced, analyzed, and clearly tied to topic sentence claims
Argument.....	focused on the authors; clear, coherent, effective organization; topic sentences establish complex relationship between authors' concepts and evidence; smooth and logical development of supporting claims; paragraphs fully developed and supported
Conclusion.....	convincing, reminds readers WHY the connection between the two readings is important to consider; extrapolates the readings into a larger context
Editing.....	sentences well-written with very few errors (e.g., correct use of verb tenses; active verbs; good word choices; complete, grammatically sound)
MLA Format.....	error-free in-text citation; accurate Works Cited page

**B (80-89)**


---

Reading Understanding.....	strong understanding of readings; clearly addresses the assignment
Thesis.....	arguable, clear, but may lack complexity in analyzing HOW one author's claims challenge or expand on a claim/argument made by the other author and WHY this connection is important; good link established between authors' claims
Key Terms and Concepts.....	defined and explained according to authors, but may lack complexity or depth
Evidence (Examples).....	clear support and adequate explanation; quotes introduced, incompletely tied to thesis and topic sentences
Argument.....	focused on the authors; well-organized; topic sentences clearly state relationship between authors/readings and offer main points that support the thesis; topic sentences show logical development of ideas with good transitions between main points; some flaws in connecting concepts and evidence
Conclusion.....	draws a conclusion, explains significance of reading these authors together
Editing.....	good sentence structure; a few minor errors
MLA Format.....	correct format, though some in-text errors, a few errors on Works Cited page

**C (70-79)**


---

Reading Understanding.....	adequate understanding of readings; may have minor misreading or neglect parts of assignment
Thesis.....	overly general thesis, simplistic; not focused clearly on the authors' claims
Key Terms and Concepts.....	vaguely defined and not clearly linked to authors
Evidence (Examples).....	supports thesis, but needs more explanation; quotes vaguely tied to the thesis and topic sentences
Argument.....	vague, unclear organization of ideas with little explanation of evidence; few clear topic sentences; or too many topics in paragraphs; may have topic sentences without supporting details or details without connection to topic sentences
Conclusion.....	vague explanation of how these readings connect and create new understandings
Editing.....	wordy, vague or unclear sentences; several editing errors, but generally readable
MLA Format.....	all sources cited, but several technical errors; Works Cited page included but incomplete

**D (60-69)**


---

Reading Understanding.....	incomplete or inaccurate understanding of readings and assignment
Thesis.....	difficult to identify – no clear thesis; not arguable
Key Terms and Concepts.....	not defined in terms of authors
Argument.....	poorly organized; thesis statements not connected to thesis; evidence poorly introduced, not explained, not connected to topic sentences; inaccurate explanation of concepts and evidence
Conclusion.....	merely restates thesis; contradicts thesis; no explanation of link between the readings
Editing.....	many errors, shows lack of proofreading, interferes with understanding
MLA Format.....	sources are missing or poorly cited; no Works Cited page

**F (59 and below) Any one of the following justifies an "F," and PLAGIARISM always does:**


---

Reading Understanding.....	Fails in attempt to discuss the readings and address the assignment; may be deliberately off-topic
Thesis, Examples, and Claims.....	no thesis or supporting argument
Key Terms and Concepts.....	not identified or defined
Editing.....	abundant errors; no proofreading
MLA Format.....	no citations given and/or no Works Cited page
WebCT/Turnitin.com.....	paper not submitted online; plagiarism detected and verified

**TA Comments:**