

Appendix 1

INTD 105 Grading Rubric

| Critical Reading | Argument | Logic and Coherence | Evidence | Directness and Succinctness | Grammatical, Mechanical clarity |
|---|---|---|--|---|--|
| 5 The writer demonstrates superior, original insight about the text(s) under discussion. | 5 The essay's thesis is original, well established, and intelligently presented. | 5 The essay's organization (ordering of assertions) is outstandingly composed; inferences are drawn logically with superior insight; and no part of the essay is extraneous. | 5 The writer demonstrates a breadth of understanding of the topic through careful selection and presentation of evidence to support assertions. | 5 The writer chooses words and constructions with care, making statements in support of the argument directly and clearly. | 5 The essay contains no errors in sentence structure, spelling, word choice, punctuation, or documentation; the composition is elegant and complex while remaining clear. |
| 4 The writer demonstrates original insight about the text(s) under discussion. | 4 The essay's thesis asserts an original argument. | 4 The essay's organization (ordering of assertions) is thoughtfully composed; inferences are drawn logically and interestingly; and no part of the essay is extraneous. | 4 The writer supports assertions with carefully selected evidence. | 4 The writer includes a wordy construction no more than two times throughout the essay but the argument is clearly understood. | 4 The essay contains no more than two errors in sentence structure, spelling, word choice, punctuation, or documentation; and the composition is sophisticated. |
| 3 The writer demonstrates an understanding of the text(s) under discussion. | 3 The essay has a thesis. | 3 The essay's organization (ordering of assertions) is clear; inferences are drawn logically; and no part of the essay is extraneous. | 3 The writer supports assertions with evidence. | 3 The writer includes three or four wordy sentences, but the essay's argument remains discernable. | 3 The essay contains three or four errors in sentence structure, spelling, word choice, punctuation, or documentation. |
| 2 The writer represents the text(s) under discussion poorly. | 2 The essay's thesis is unclear. | 2 The essay's organization (ordering of assertions) is faulty; inferences are drawn illogically once or twice; or one or two parts of the essay are extraneous. | 2 The writer fails to support assertions with evidence once or twice. | 2 Five or six sentences in the essay are wordy, pretentious, or overwritten, detracting from the essay's argument. | 2 The essay contains five or six errors in sentence structure, spelling, word choice, punctuation, or documentation. |
| 1 The writer fails to address the text(s) under discussion. | 1 The essay has no thesis. | 1 The essay demonstrates no sense of organization; inferences are drawn illogically three or more times; or three or more parts of the essay are extraneous. | 1 The writer fails to support assertions with evidence three or more times. | 1 Seven or more sentences in essay are wordy, pretentious, or overwritten, obscuring the essay's argument. | 1 The essay contains seven or more errors in sentence structure, spelling, word choice, punctuation, or documentation. |