

Table 1. Letter Grading Rubric for Student Compositions

	<i>A Paper</i>	<i>B Paper</i>	<i>C Paper</i>	<i>D Paper</i>	<i>F Paper</i>
Purpose	Has a well-defined thesis.	Has an appropriate thesis.	Has an adequately defined thesis.	Has an inadequate thesis.	Has no discernable thesis.
Sources	Contains effective research that incorporates sophisticated sources in support of the thesis.	Incorporates valid sources in support of the thesis.	Contains adequate sources that only tangentially support the thesis.	Incorporates inadequate or inadvertent sources that fail to support the thesis.	Sources are absent or plagiarism has occurred.
Thought	Shows depth and complexity of thought by developing research material into well-structured points (ideas) that effectively elaborate the thesis.	Shows some depth and complexity of thought by developing research material into points (ideas) that elaborate the thesis.	Shows little depth or complexity of thought by developing research material into points (ideas) that only adequately elaborate the thesis.	Shows deficiency in thought by failing to develop research material into points (ideas) that elaborate the thesis.	Shows severe deficiency in thought by completely failing to develop research material into points (ideas) that elaborate the thesis.
Details	Contains details that in every instance effectively support ideas.	Contains sufficient detail in support of ideas.	Contains adequate details in support of ideas.	Contains insufficient or inappropriate details in support of ideas.	Lacks supporting details.
Organization	Contains strong argument that convincingly demonstrates thesis.	Contains clear and coherent argument that demonstrates thesis.	Contains occasionally unclear or incoherent argument that only adequately demonstrates thesis.	Contains often unclear or incoherent argument that poorly demonstrates thesis.	Contains unclear or incoherent argument that fails to demonstrate thesis.
Citation	Provides in all instances appropriate citations to primary and secondary sources.	Provides in most instances valid citations to primary and secondary sources.	Sometimes fails to provide appropriate citations to primary and secondary sources.	Often fails to provide appropriate citations to primary and secondary sources.	Completely lacks appropriate citations to primary and secondary sources.
Bibliography	Includes a bibliography of primary and secondary sources.	Includes a bibliography of primary and secondary sources that contains an error or omission.	Includes a bibliography of primary and secondary sources that contains some errors or omissions.	Includes a bibliography of primary and secondary sources that contains many errors or omissions.	Lacks a bibliography of primary and secondary sources.
Mechanics	Has few (if any) errors of syntax or mechanics.	Has some minor errors of syntax or mechanics that do not significantly interfere with comprehension.	Demonstrates problems of syntax or mechanics that interfere with comprehension.	Has serious problems with syntax or mechanics.	Has severe problems with syntax or mechanics.
Diction	Demonstrates control of diction.	Shows some control of diction.	Shows little control of diction.	Has weak control of diction.	Lacks control of diction.
Language	Demonstrates fluency, transition, and variety of language.	Shows some fluency, transition, and variety of language.	Shows weak fluency, transition, and variety of language.	Shows poor fluency, transition, and variety of language.	Lacks fluency, transition, and variety of language.
Assignment	Addresses the assignment fully, has a clear awareness of audience, follows paper specifications completely.	Generally addresses the assignment issues, shows some awareness of audience, mostly follows paper specifications.	Does not follow paper specifications, may distort or neglect major parts of the assignment, shows vague awareness of audience.	Does not follow paper specifications, shows neglect of the assignment, lacks awareness of audience.	Lacks understanding of assignment, paper specifications, and audience.