Scoring Rubric
20 Points Possible

Content
- Ideas are many, complex, ambitious, surprising, and carefully situated among readings 5
- Ideas are somewhat familiar, few in number, simpler, and with limited relation to readings 3
- Ideas are only slight extensions of class discussion and don’t significantly engage readings 1
- Ideas are discernible only as repetition of class discussion and without relevance to reading 0

Structure
- A powerful focus achieved through numerous, subtle strategies of coherence, cohesion, and balance 5
- A focus is sustained throughout with only a few, rather minor transitions that could be improved 3
- A focus is achieved but compromised by more than one very abrupt, graceless transition 1
- A focus is not achieved because strategies of coherence, cohesion, and balance too seldomly used 0

Style
- Sentence-structure varied in distinctive, consistent, original voice and memorable phrases 5
- Sentence-structure less varied, voice less distinctive, with occasional lapses into the less-than-graceful 3
- Sentence-structure repetitive, dull, and often awkward 1
- Several sentences sufficiently ill-formed to distract reader from intended message 0

Grammar
- Error free 5
- Only a few, very minor errors 3
- A few errors that significantly distract the reader 1
- Several errors that significantly distract the reader 0

Multiply total points by 5 to articulate numerical score within the standard A-B-C-D-F system. For example, a total of 16 translates this way as an 80 or a “B minus”

Also, a number of different kinds of problems can disqualify the draft from being scored until the problem(s) have been addressed: errors on the citation page, say, or failure to engage key features of the assignment; also, more minor mistakes can have the same result: no staple or no page numbers or no title, and so on.

Late papers can have their final point-tally docked two points per day that the teacher must wait.