

Travis Grading Rubric

	Excellent (A)	Good (B)	Adequate (C)	Poor (D)	Failing (E)
Content	Significant controlling idea or assertion supported with concrete, substantial, and relevant evidence.	Controlling idea or assertion supported with concrete and relevant evidence.	Controlling idea or assertion general, limited, or obvious; some supporting evidence is repetitious, irrelevant, or sketchy.	Controlling idea or assertion too general, superficial, or vague; evidence insufficient because obvious, aimless, or contradictory.	No discernible idea or assertion controls the random or unexplained details that make up the body of the essay.
Development	Order reveals a sense of necessity, symmetry, and emphasis; paragraphs focused and coherent; logical transitions reinforce the progress of the analysis or argument. Introduction engages initial interest; conclusion supports without repeating.	Order reveals a sense of necessity and emphasis; paragraphs focused and coherent; logical transitions signal changes in direction; introduction engages initial interest; conclusion supports without merely repeating.	Order apparent but not consistently maintained; paragraphs focused and for the most part coherent; transitions functional but often obvious or monotonous. Introduction or conclusions may be mechanical rather than purposeful or insightful.	Order unclear or inappropriate, failing to emphasize central idea; paragraphs jumbled or underdeveloped; transitions unclear, inaccurate, or missing. Introduction merely describes what is to follow; conclusion merely repeats what has been said.	Order and emphasis indiscernible; paragraphs typographical rather than structural; transitions unclear, inaccurate, or missing. Neither the introduction nor the conclusion satisfies any clear rhetorical purpose.
Style	Sentences varied, emphatic, and purposeful; diction fresh, precise, economical, and idiomatic; tone complements the subject, conveys the authorial persona, and suits the audience.	Sentences varied, purposeful, and emphatic; diction precise and idiomatic; tone fits the subject, persona, and audience.	Sentences competent but lacking emphasis and variety; diction generally correct and idiomatic; tone acceptable for the subject.	Sentences lack necessary emphasis, subordination, and purpose; diction vague or unidiomatic; tone inconsistent with or inappropriate to the subject.	Incoherent, rudimentary, or redundant sentences thwart the meaning of the essay; diction nonstandard or unidiomatic; tone indiscernible or inappropriate to the subject.
Usage	Grammar, syntax, punctuation, and spelling adhere to the conventions of "edited American English."	Grammar, punctuation, syntax, and spelling contain no serious deviations from the conventions of "edited American English."	Content undercut by some deviations from the conventions of "edited American English."	Frequent mistakes in grammar, syntax, punctuation, and spelling obscure content.	Frequent and serious mistakes in grammar, syntax, punctuation, and spelling make the content unintelligible.

SOURCES: Central to field Relevant; scholarly Relevant; not peer reviewed Interesting; not peer reviewed Random; irrelevant; neither scholarly nor peer reviewed

Broad Grading Rubric

Grade	%	Points	Translation
A	95 - 100 %	475 - 500	<i>outstanding</i>
A-	90 - 94%	450 - 474	<i>excellent</i>
B+	87 - 89%	435 - 449	<i>very good</i>
B	84 - 86%	420 - 434	<i>good</i>
B-	80 - 83%	400 - 419	<i>nice work</i>
C+	77 - 79 %	385 - 399	<i>completed requirements well</i>
C	74 - 76 %	370 - 384	<i>completed requirements</i>
C-	70 - 73%	350 - 369	<i>barely completed requirements</i>
D+	67 - 69 %	335 - 349	<i>requirements not fulfilled</i>
D	64 - 66%	320 - 334	<i>poor work</i>
D-	60 - 63 %	300 - 319	<i>very poor work</i>
E	below 60 %	299 or less	<i>failing/inappropriate</i>

Evans Grading Rubric

(A/AB) = creative, incisive, subtle, rich, unique, and complex work with no (or very few) errors
 (B) = complete, logical, strong work with very few errors; errors do not interfere with communication
 (BC) = adequate, controlled work that shows some variety; errors interfere very little with communication
 (C) = basic, predictable, and simple work; errors interfere somewhat with communication
 (CD) = weak, limited work, unacceptably brief; marginally interesting; errors seriously interfere with communication
 (D/F) = no discernable topic or thesis development, little detail, inaccurate information, does not address the question, incorrect language use, no organization; the work is incomplete and full of errors