**The A Paper** ­excels in responding to the assignment.

Ideas:

* Clearly communicates a central idea/thesis worthy of development and sufficiently limited to be manageable.
* Demonstrates sophistication of thought.
* Recognizes some complexity of its thesis.
* May acknowledge its contradictions, qualifications, or limits and their logical implications.
* Understands and critically evaluates its sources.
* Appropriately limits and defines terms.

Organization and Coherence:

* Uses a progression of ideas or pattern of organization appropriate to its subject, purpose, audience, thesis, and disciplinary field.
* Employs sophisticated transitional sentences to develop one idea from the previous one or identify their logical relations.
* Guides the reader through its chain of reasoning or progression of ideas.

Support:

* Uses evidence appropriately and effectively.
* Provides convincing evidence and explanations in support of its claims.

Style:

* Chooses words for their precise meaning and uses and appropriate level of specificity.
* Uses sentences that are varied, clearly structured, and carefully focused.

Mechanics:

* Has few, if any, mechanical, grammatical, or spelling errors.

**The B Paper** provides a solid and appropriate response to the assignment.

Ideas:

* Has a clearly stated thesis or central idea, but may have minor lapses in development.
* Partially acknowledges the complexity of its central idea and the possibility of other points of view.
* Shows careful reading of sources, but may not evaluate them critically.
* Limits or defines terms, not always effectively.

Organization and Coherence:

* Shows a logical progression of ideas.
* Uses appropriate transitional devices.
* Develops paragraphs clearly related to the central idea although some logical links may be faulty.

Support:

* Offers generally relevant evidence and reasons to support its points.
* Offers some interpretation of the relationship between evidence and main ideas.

Style:

* Uses words accurately and effectively, but may sometimes be too general.
* Sentences usually clear, well structured, and focused—although some sentences may be awkward or ineffective.

Mechanics:

* May contain a few errors that distract the reader but do not impede understanding.

**The C Paper** provides an adequate if occasionally ineffective response to the assignment.

Ideas:

* Has a thesis or central idea, but thesis may be vague, general or limited in scope.
* Presents central ideas in general terms, often using platitudes and clichés.
* Usually does not acknowledge other views.
* Shows basic comprehension of sources, perhaps with some lapses of understanding.
* Often depends on dictionary definitions when it defines central terms.

Organization:

* May merely list ideas or arrange them randomly.
* May have awkward, ineffective, or overly simple transitions.
* May develop paragraphs that are related individually to the main idea, although the relationship may occasionally be unclear.
* Paragraphs may have unclear or awkward topic sentences and/or may lack coherent organization.

Support:

* Often uses generalizations to support its point.
* Uses some examples but these examples may sometimes be obvious, irrelevant, or of limited application.
* Often depends on unsupported opinion or assumes that evidence speaks for itself.
* Does not effectively draw connections between evidence and main ideas.
* May have lapses in logic.

Style:

* Uses relatively vague and general words.
* May use some inaccurate language.
* Employs generally grammatical sentence structure, but may have wordy, unfocused, repetitive, or confusing sentences.

Mechanics:

* May contain several mechanical errors which may temporarily confuse the reader but do not impede overall understanding.

**The D Paper** responds ineffectively to the assignment.

Ideas:

* Does not have a clear central idea or does not respond clearly to the topic.
* May provide a thesis too vague or obvious to be developed effectively.
* Indicates that the writer may misunderstand sources.

Organization:

* May have random organization, lacking internal paragraph coherence and using few and/or inappropriate transitions.
* May have paragraphs that lack topic sentences or main ideas, or that present ideas too general or too specific to be developed effectively.
* May incorporate paragraphs not relating to the thesis.

Support:

* Depends on clichés or overgeneralizations for support.
* May offer little evidence of any kind.
* May offer ineffective summary in place of analysis.

Style:

* May use vague, abstract, or inaccurate language.
* Usually contains several awkward or ungrammatical sentences.
* Have a pattern of inappropriately simple and/or monotonous sentences.

Mechanics:

* Usually contains significant mechanical errors that interfere with the reader’s understanding.

**The F Paper** fails to respond to the assignment.

Ideas:

* Lacks a thesis or central idea.
* May neglect to use sources where necessary.
* May be off-topic.

Organization and Coherence:

* Has no appreciable organization.
* Lacks transitions and coherence.

Support:

* Uses irrelevant details or lacks supporting evidence.
* May be unduly brief.

Style:

* Usually contains many awkward, garbled, and/or ungrammatical sentences.
* May misuse words.

Mechanics:

* May contain major and repeated errors in grammar, punctuation, and spelling that seriously impede the reader’s understanding.