Grading Information for ENC 1101

A+

ESSAY GRADING RUBRIC

Objective/ Criteria	Levels of Achievement				
	Beginning	**Developing**	**Competent**	**Advanced**	**Exemplary**
Meaning & Development: ideas, examples, reasons, evidence, point of view	Unclear POV; little or no evidence; underdeveloped critical thinking (inappropriate or insufficient evidence, examples, reasons).	Some POV is developed but not supported by sufficient evidence; unclear thought process (insufficient examples, reasons, or evidence).	Develops a POV and demonstrates some critical thinking; examples/evidence/ reasons may be inconsistent or inadequate; supporting details are generalized.	Develops a POV and demonstrates competent critical thinking; enough supporting details to support thesis.	Ideas are fresh, mature, and extensively developed; insightfully develops a POV and demonstrates outstanding critical thinking.
Organization: focus, coherence, progression of ideas	Disorganized and unfocused; serious revision in coherence is needed; thesis is not developed or not present.	Limited organization and focus; coherence is unclear; insufficient and/or unclear evidence and development.	Mostly structured and focused; coherence is present, though not all ideas relate to the thesis; clear support, though further development is needed.	Structured, organized, and focused; coherence and unity is present; presents a thesis and suggests a plan of development that is carried out.	thesis is presented with clarity; all ideas relate to the thesis; specific and accurate support is provided.
Language: word choice and sentence structure	Displays frequent and fundamental errors in vocabulary; sentences are simplistic and illustrate constant errors.	Developing use of language (weak vocabulary or word choice); sentence structure is basic; consistent errors appear.	Some inaccurate or wordy use of language; mastery of sentence structure; minor errors or one consistent error (run ons or fragments)	Proficient use of language and sentence structure; minor errors with complex sentence structures.	Sophisticated choice of language and sentence structure; uses words correctly and avoids wordiness, jargon, and sentence-level errors.
Conventions: grammar, punctuation, spelling, formatting	Errors interfere with the writer's ability to communicate with purpose; pervasive mechanical errors; inappropriate format	Errors interfere with the writer's ability to communicate purpose; significant errors; errors in format are visible	Errors interfere, but not sufficiently to affect the writer's ability to communicate; sentences are correct but simple; some weaknesses in format	Occasional errors do not interfere with writer's ability to communicate purpose; appropriate format	Control of conventions contribute to the writer's ability to communicate; free of most mechanical errors; appropriate format

GRADING MARKS FOR WRITING ASSIGNMENTS

Please remember that most professors generally only mark an error **a few times** per paper. So, if you misspell the **SAME** word throughout your paper, use the incorrect form of a verb like *teached* or *tooked*, use *I* instead of *you*, your

professor will only mark the error the **first** time he or she finds it. After that, **you** are expected to find and fix the error throughout the rest of your paper. Take responsibility for improving your writing.

MAJOR MISTAKES/ERRORS

Mark/Symbol	Error Type	How to fix
Frag	Fragment	Write a complete sentence. You need to have an independent subject and verb. https://owl.english.purdue.edu/owl/resource/620/1/
Cs	Comma splice	Break the sentence into two separate sentences. https://owl.english.purdue.edu/owl/resource/620/1/
Fs/ro	Fused Sentence/Run on sentence	Break the sentence into two separate sentences. https://owl.english.purdue.edu/owl/resource/620/1/
Agr	Subject-verb agreement	Singular subjects need singular verbs (end in **s**). Plural subjects need plural verbs (don't end in **s**). https://owl.english.purdue.edu/owl/resource/599/01/
Tense	Verb tense	Use your textbook or a dictionary to find the correct verb form. https://owl.english.purdue.edu/owl/resource/601/01/

IMPORTANT ERRORS

Symbol/Mark	Error Type	How to fix
Pro	Pronoun error	Look up the correct pronoun form in your textbook. https://owl.english.purdue.edu/owl/resource/595/01/
^	Missing comma or other punctuation mark.	Insert comma or other missing punctuation.
Sp or circled word	Spelling	Use a dictionary and understand commonly misspelled words. https://owl.english.purdue.edu/owl/resource/660/01/
Cap or three underlines	Capitalization	Use a capital letter. https://owl.english.purdue.edu/owl/resource/592/01/
Lc or /	Lowercase	Use a lower case letter. https://owl.english.purdue.edu/owl/resource/592/01/
Art	Article error	Use **a, an**, or **the** correctly. https://owl.english.purdue.edu/owl/resource/540/01/
'	Apostrophe error	Put one in or take one out as needed. https://owl.english.purdue.edu/owl/resource/621/01/
Pl	Plural error	Make the word plural. https://owl.english.purdue.edu/owl/resource/541/02/
Sing	Singular error	Make the word singular. https://owl.english.purdue.edu/owl/resource/541/02/
Poss	Possessive error	Find the correct possessive form in your textbook. https://owl.english.purdue.edu/engagement/2/1/46/
Verb or V	Verb form	Find the correct verb form in your textbook or dictionary. https://owl.english.purdue.edu/owl/resource/605/01/
Prep	Preposition error	Add one if it is necessary or use a different preposition. https://owl.english.purdue.edu/owl/resource/594/1/
Ww	Wrong Word	Check a dictionary for the right word.
wc or bw	Word choice or better word	Check a dictionary or thesaurus for a more appropriate or vivid word. https://owl.english.purdue.edu/engagement/2/2/66/

Mw	Missing word	Proofread your writing more carefully.
Awk	Awkward phrasing	Rephrase whatever is marked. Make sure your ideas are clear and short.
Red	Redundant	Rephrase whatever is marked. Make sure your ideas are clear and short. Don't say the same thing over and over.
unnec. Or Del.	Unnecessary/Delete	Remove unnecessary or redundant words or phrases as marked.
¶ or P	Paragraph	Start a new paragraph where marked.
ital or <u>single underline</u>	Italics error	Italicize or underline the title.
Trans.	Transition	Add a transition. https://owl.english.purdue.edu/owl/resource/574/01/
WO	Transpose/Word Order	Reorder your words for clarity.
Wordy	Wordy	Condense long sentence or phrase for simplicity and clarity.
QI	Quote integration/quote not integrated	When you use a quote, make sure it is introduced or integrated smoothly into your own sentence structure/word order. A quote should be introduced or concluded with your own words. https://owl.english.purdue.edu/owl/resource/577/01/
TF	Title format	The title of your paper should be centered at the top of your first page. Your title should not be italicized, boldfaced, all caps, or underlined. Words in the title are capitalized except for a, an, and the. If you use a title of another work within your title, you should punctuate it appropriately. *This could also indicate that you did nor properly punctuate the title of a source. Books get italicized. Articles, short stories and poems get quotation marks.*
:	Colon misuse	https://owl.english.purdue.edu/engagement/3/7/97/
;	Semicolon misuse	A semi-colon separates two independent clauses and indicates that the two ideas are closely related - what is on either side of the; could stand alone as a sentence. Can also be used to separate items in a list which contain commas. https://owl.english.purdue.edu/engagement/3/7/97/
# or NU	Number use	Numbers less than ten should be written as words. 11 and higher should be written as numerals. https://owl.english.purdue.edu/owl/resource/593/01/
Par.	Parallelism	Words or phrases in lists or of equal importance should be of the same part of speech. https://owl.english.purdue.edu/owl/resource/623/01/
D or V	Detail or Vague	The information presented in your writing is too general or vague. Provide a specific name, number or sensory description to make the reader able to visualize or become concretely aware of what you are writing about.
I or **S/I** or **Ex.**	**Illustrate** Or **Support and illustrate** Or **Example**	Use a real life/real world example to show rather than simply telling your reader what you are talking about.
U or ?	Unclear	Your point is confusing or not fully clear due to poor word order or usage, grammar, or logical explanation - or you may have contradicted a point that you made earlier. Reread your sentence or paragraph again and put yourself in your reader's place.
Dev	Development	Paragraph lacks sufficient detail, illustration, explanation, examples etc.
S or Source?	Source lacking or needs source support	Paragraph lacks source support or citation. (parenthetical, in text references)