Grading Criteria/ Reader's Report

Writer_____

Reader _____

Read the paper carefully. As you read you may mark anything that seems awkward, problematic, or unconvincing, including but not limited to typos and other errors. Then fill out the report, circling the appropriate number where 4= substantially developed 3= mostly developed 2= somewhat developed 1=underdeveloped. While I have revised these criteria to apply to the current assignment, remember that not every detail will apply to every paper. Be prepared to back up any criticism with examples.

Section I: Critical Thinking and Presentation of Argument

Problem: identifies the main problem/issue and any subsidiary, embedded, or implicit aspects of the problem. Identifies them clearly, showing their relationship to one another. Identifies not only the basics, but also nuances of the problem.

4 3 2 1

Perspective: identifies the writer's perspective and considers other relevant perspectives. Identifies underlying assumptions on which argument is based.

4 3 2 1

Evidence: makes appropriate use of evidence, including sufficient citations from the text. Handles evidence critically, keeping in mind the source. Distinguishes between view of author and of characters. Addresses evidence that runs counter to the writer's own argument in the paper. Clearly distinguishes between fact and opinion. Acknowledges value judgments.

4 3 2 1

Conclusions: Identifies and discusses conclusions, implications, and consequences. Considers context, assumptions, evidence. Objectively reflects on own assertions.

4 3 2 1

Section II: Writing Skills

Clarity: Very clear meaning. Graceful writing – the sentences flow, with elegant transitions from one concept to the next. (A low score indicates unclear meaning, awkward or clunky wording, abrupt or no transitions)

4 3 2 1

Conventions: (grammar, spelling, punctuation): perfect grammar and spelling; attention to details – no mistakes or only very minor ones. (A low score indicates many distracting errors; careless mistakes.)

4 3 2 1

Organization: Essay is organized, with predictable sequence of thought. Easy to follow from one idea to the next. Concise – each word and each sentence contributes to the whole. (A low score means disorganized, unpredictable, hard to follow, rambling, containing irrelevant material.)

4 3 2 1

Creative Voice: Enjoyable to read; writer communicates interest in topic. Effective, varied word choice. Strong beginning and ending. Varied sentence structure, or repetition used for a purpose. Effective use of examples. (A low score indicates boring to read, poor word choice (repetitive, weak, or wrong), lack of a strong opening or ending, repetitive sentence structure with no purpose.)

4 3 2 1