

Topical Paper Rubric

	CONTENT	Critical Thinking	Organization / Time Management	Language, Grammar, and Mechanics	MLA Format
10 9.5 9 8.5 8	Writer has mastery of content and uses relevant and specific information that relates to topic assigned. Topic is clearly defined and supported with substantial information. Essay includes appropriate details and examples.	Writer develops clear and often original connections between claims and support or evidence. Rationale is convincing and opposition is adequately addressed and/or countered. Writer uses source material to support opinion and/ or the argument.	Essay has clear beginning, middle, and end. Introduction engages reader and delivers thesis; proportional body paragraphs are logically arranged, and transitions between them develop the idea and build its significance; conclusion emphasizes significance of the paper's point. Paper was handed in on time (beginning of class)	Use of varied and complex sentence structures supports and articulates the complexity of the topic, leading the reader to a deeper understanding of it. Sentences are skillfully constructed and varied. The paper the accurate use of words. Grammar, punctuation, and spelling are exemplary. Writer may even demonstrate proper "advanced" punctuation, such as colons, semi-colons, double dashes, ellipses, and parentheses.	Quotation and citation complete and properly punctuated in short quote and long quote formats. Sources introduced by title and author in text. Works Cited entries complete and properly formatted.
7.5 7 6.5 6 5.5	Writer demonstrates good understanding of the content and presents sufficient information so the reader understands the issue and the writer's stance on it.	Connection between claims and support are convincing, though not always original or creative. The thinking is most always rational, but sometimes too obvious. Quoted material adequately adds to discussion.	Overall structure of the essay—intro (with thesis), body, and conclusion—is clear. Sequence of paragraphs is logical. Paragraphs methodically provide both main ideas and supporting details related to thesis. Paper was handed in after break *(which is considered late)	Significant command of the conventions of formal written English is demonstrated. Grammatical and punctuation errors, while present, do not impede reader's understanding or writer's intention. Writer may make a consistent mistake that might be easily corrected if the rule is explained.	Understanding of quotation and citation is demonstrated, though some errors exist; usually due to lack of proofreading.
5 4.5 4 3.5 3	Subject is not clearly addressed, content is not coherent and confused, and / or not supported with appropriate detail. Writing is has few concrete examples to support the generalizations.	Connection between claims and evidence is present, though simple or less than compelling. Writer may rely on unanswered rhetorical questions or may try humor or "lead" the reader to avoid complex reasoning. Writing is often brief, seems hastily done, or is dismissive. Quoted material gains adds little to understanding of topic assigned.	The overall organization of the essay isn't always clear. Paragraphs have main ideas and supporting information with details, though often these are underwhelming. Paper was handed in after class *(which is considered late)	Sentences lack distinction and creativity, though are comprehensible. Writer's thoughts may be held back by limited vocabulary. Essay may contain short, choppy sentences with little coordination or subordination, or run-ons that have little to no punctuation.	Evidence that writer can quote and cite and that information is needed in the W.C. entries, but formatting of these things is haphazard, inconsistent, or incomplete.
2.5 2 1.5 1 0	Writer has only a vague understanding of the content and does not present sufficient information for the reader. Paper does not have a thesis, and is more of a "report" than an essay.	Writer makes minimal or no connection between claims and evidence, and has difficulty focusing on topic. Thoughts are unfocused and demonstrate a lack of comprehension. Quotes are ineffective.	Plan and purpose of essay are not apparent beyond reportage of a few facts. Paper is developed with irrelevance or redundancy. Paragraphs are incoherent or underdeveloped, if there is paragraphing at all. Paper was handed in a day late or later *(without permission or prior agreement)	Does not demonstrate command of punctuation and spelling. Grammar impedes reader's understanding of the writer's intention, often resulting in the reader having to guess at it. A great number of sentences are, or are nearly, incoherent due to grammar, punctuation, and spelling problems	Sources often unacknowledged: quoted material may be in quotation marks, but citation is erratic or absent. Work cited is guesswork or absent, suggesting student lacks MLA style guide.

Total points: _____ Total points: _____

Total points: _____

Total points: _____

Total points: _____

Total Points (x 2)= _____ Letter Grade: _____

Name: _____ Grade Scale: A = 100 A- = 95 B+ = 90 B = 85 B- = 80 C+ = 75 C = 70 C- = 65 D+ = 60 D = 55 F = 50

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A	=	90-100	=	4.0	Outstanding
B+	=	87-89	=	3.0	
B	=	80-86	=	3.0	Above Average
C+	=	77-79	=	2.0	
C	=	70-76	=	2.0	Average
D+	=	67-69	=	1.0	
D	=	60-66	=	1.0	Lowest Acceptable
F	=	0-59	=	0.0	Failure
I	=	0	=	0.0	Incomplete

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GPA Conversion Chart:

Please provide us with your GPA (grade point average) on a 0 to 4 scale.

<u>GPA</u>	<u>Percentile</u>	<u>Letter Grade</u>
4.0	95-100	A
3.9	94	A
3.8	93	A
3.7	92	A
3.6	91	A
3.5	90	A
3.4	89	B
3.3	88	B
3.2	87	B
3.1	86	B
3.0	85	B
2.9	84	B
2.8	83	B
2.7	82	B
2.6	81	B
2.5	80	B
2.4	79	C
2.3	78	C
2.2	77	C
2.1	76	C
2.0	75	C
1.9	74	C
1.8	73	C
1.7	72	C
1.6	71	C
1.5	70	C
1.4	69	D
1.3	68	D
1.2	67	D
1.1	66	D
1.0	65	D
0.9	65	D
0.8	65	D
0.7	65	D
0.6	65	D
0.5	65	D
0.4	65	F
0.3	65	F
0.2	65	F
0.1	65	F
0.0	65	F