

AUCA First Year Seminar: A Persuasive-Analytic Essay Rubric

Grade	Content	30 %	Organization	30%	Evidence	25%	Mechanics	15%
A	The writer knows what he/she wants to say and why he/she wants to say it. The thesis is the governing idea that clearly determines what goes into the entire paper, and the writer uses the thesis to change the reader's vision.		Every paragraph supports the main argument in a coherent way even as it offers alternate views. Clear transitions point out why each paragraph/new idea follows the previous one. The writer is engaged, which in turn engages the reader.		Concrete examples support general points within the essay. The paper explains the source and significance of each example. Outside sources are integrated into the voice of the writer and given proper attribution.		The paper uses correct spelling, punctuation. In short, it generally exhibits a good command of academic prose. An A paper does not mean it's perfect, but rather that it shows strong command of the language.	
Grade	Content		Organization		Evidence		Mechanics	
B	The paper has a solid, consistent focus, but at moments doesn't quite know why it does what it does. The paper includes several imaginative ideas that hint at moving the argument forward to change the readers vision, but they are not yet fully integrated.		The paper as a whole works in a logical way, but the paragraphs within it are not always fully developed or explicitly connected to the thesis. Some paragraphs might not offer an explicit reason why they appear where they do.		The paper offers a mix of solid evidence. It uses most evidence well, but the paper needs to clarify the significance of some of what is already there. May show one or two signs of lack of integration of sources. Provides attribution.		The paper contains occasional but limited errors in syntax, pronoun reference, and/or punctuation. Will still show occasional errors in article usage.	
Grade	Content		Organization		Evidence		Mechanics	
C	The paper introduces a declaration of topic instead of a thesis and it will appear in thesis position, or the paper presents a series of simple sentences in thesis position without combining them into an explicit, coherent thesis.		The observations of the paper are listed rather than organized. Often, this is a symptom of a problem in developing the thesis. The paper has not necessarily achieved a logical discussion due to a lack of a clear thesis.		The paper offers what appears as irrelevant evidence and relies more on generalities to talk about a text. If concrete evidence is present, its origin or significance is not always clear.		The paper contains errors in syntax, agreement, pronoun reference, and/or punctuation on each page. There are noticeable errors in article usage.	
Grade	Content		Organization		Evidence		Mechanics	
D	The paper appears to lack a consistent thesis, providing instead a series of observations, which the reader must make connections between.		The paper may have a main idea and will have separate paragraphs, but they are not logically organized. It lacks overall cohesion. There are format errors. ¹		The paper uses no concrete evidence but still tries, however, to move forward in its discussion.		The paper contains consistent errors in syntax, agreement, reference, spelling, and/or punctuation.	
Grade	Content		Organization		Evidence		Mechanics	
F	The paper shows no sign of a thesis—or the chosen thesis is not addressed.		The paper loses the reader. Both essay and paragraphs lack coherence.		The paper uses plagiarized ² or inapplicable evidence.		The paper contains constant and basic mechanical errors.	

¹. If final draft is improperly formatted, paper should not be accepted. Give paper format with assignment.

². If plagiarism exists in the final draft, an "F" grade is given. Please review AUCA academic policy.

- ¹. If final draft is improperly formatted, paper should not be accepted. Give paper format with assignment.
- ². If plagiarism exists in the final draft, an "F" grade is given. Please review AUCA academic policy.