

Evaluation of Academic Writing

COURSE: _____

NAME: _____

	Metric	Range (1 → 5)	1	2	3	4	5
T	1. Thesis	Does not provide opening thesis statement or forge a path toward concluding restatement → Clearly states a defensible position; draws a fitting and significant conclusion					
R	2. Rationale	No clear rationale or motivation for the work → Persuades reader that the underlying question is important but yet unanswered or controversial					
M	3. Methodology	Inappropriate or unclear method; no use of analytical tools of the relevant discipline → Sophisticated, well-executed method(s) appropriate to the thesis and to the audience, assignment, or course					
L	4. Logic	Invalid or no argument; implausible or unstated premises; argument by analogy → Conclusions follow from plausible, explicit premises (assumptions); seeks out and carefully appraises actual or possible opposing arguments					
E	5. Evidence	Assertions or opinions for which no evidence is offered → Arguments well supported using appropriate evidence (not “proof”) from a suitable number, variety, and quality of sources; finds and confronts contrary evidence or conflicting interpretations of evidence					
C	6. Complexity	Frames complex questions as simple ones; superficial; treats related ideas or data as unrelated → Develops insightful connections and patterns; frames topic with full appreciation of its complexity while retaining appropriate focus					
O	7. Organization	Needs significant reorganization of paragraphs, sections, or entire work; includes material not pertinent to the thesis; needless repetition → Systematic structure clarifies the argument; strong sections and seamless flow					
X	8. Syntax/grammar	Improper, awkward, or roundabout construction of phrases, clauses, or sentences; frequent errors of number, tense, mass vs. discrete nouns, direct vs. indirect objects, dangling modifiers, or word choice; passive voice conceals subject → Virtually no errors; succinct					
P	9. Punctuation, etc.	Frequent errors of punctuation, capitalization, quotations, italics, possessives, pagination, indentation, spacing, spelling, etc. significantly impair readability → Virtually no errors					
S	10. Style	<i>Ad hominem</i> attacks; innuendo; exaggeration; glittering generalities; empty words; chatty, snarky, or preachy tone; rhetorical questions that supplant argument → Elegant mastery of the genre; established voice; follows accepted standards for citations and references					

PROGRESSION: FY I: 14 → 19 FY II: 20 → 25 SOPH I: 26 → 30 SOPH II: 31 → 35 JR I: 36 → 39 JR II: 40 → 43 SR I: 44 → 46 SR II: 47 → 49

TERM: _____ COURSE: _____ LEVEL: _____ PAPER: _____ TOPIC: _____ SCORE [10–50]: _____