

Appendix 1

**INTD 105 Grading Rubric**

<b>Critical Reading</b>	<b>Argument</b>	<b>Logic and Coherence</b>	<b>Evidence</b>	<b>Directness and Succinctness</b>	<b>Grammatical, Mechanical clarity</b>
<b>5</b> The writer demonstrates superior, original insight about the text(s) under discussion.	<b>5</b> The essay's thesis is original, well established, and intelligently presented.	<b>5</b> The essay's organization (ordering of assertions) is outstandingly composed; inferences are drawn logically with superior insight; and no part of the essay is extraneous.	<b>5</b> The writer demonstrates a breadth of understanding of the topic through careful selection and presentation of evidence to support assertions.	<b>5</b> The writer chooses words and constructions with care, making statements in support of the argument directly and clearly.	<b>5</b> The essay contains no errors in sentence structure, spelling, word choice, punctuation, or documentation; the composition is elegant and complex while remaining clear.
<b>4</b> The writer demonstrates original insight about the text(s) under discussion.	<b>4</b> The essay's thesis asserts an original argument.	<b>4</b> The essay's organization (ordering of assertions) is thoughtfully composed; inferences are drawn logically and interestingly; and no part of the essay is extraneous.	<b>4</b> The writer supports assertions with carefully selected evidence.	<b>4</b> The writer includes a wordy construction no more than two times throughout the essay but the argument is clearly understood.	<b>4</b> The essay contains no more than two errors in sentence structure, spelling, word choice, punctuation, or documentation; <b>and</b> the composition is sophisticated.
<b>3</b> The writer demonstrates an understanding of the text(s) under discussion.	<b>3</b> The essay has a thesis.	<b>3</b> The essay's organization (ordering of assertions) is clear; inferences are drawn logically; and no part of the essay is extraneous.	<b>3</b> The writer supports assertions with evidence.	<b>3</b> The writer includes three or four wordy sentences, but the essay's argument remains discernable.	<b>3</b> The essay contains three or four errors in sentence structure, spelling, word choice, punctuation, or documentation.
<b>2</b> The writer represents the text(s) under discussion poorly.	<b>2</b> The essay's thesis is unclear.	<b>2</b> The essay's organization (ordering of assertions) is faulty; inferences are drawn illogically once or twice; <b>or</b> one or two parts of the essay are extraneous.	<b>2</b> The writer fails to support assertions with evidence once or twice.	<b>2</b> Five or six sentences in the essay are wordy, pretentious, or overwritten, detracting from the essay's argument.	<b>2</b> The essay contains five or six errors in sentence structure, spelling, word choice, punctuation, or documentation.
<b>1</b> The writer fails to address the text(s) under discussion.	<b>1</b> The essay has no thesis.	<b>1</b> The essay demonstrates no sense of organization; inferences are drawn illogically three or more times; <b>or</b> three or more parts of the essay are extraneous.	<b>1</b> The writer fails to support assertions with evidence three or more times.	<b>1</b> Seven or more sentences in essay are wordy, pretentious, or overwritten, obscuring the essay's argument.	<b>1</b> The essay contains seven or more errors in sentence structure, spelling, word choice, punctuation, or documentation.