COLLIN COLLEGE

ENGLISH DEPARTMENT SOURCE BOOK

Grading

2018-19

English Department Grading Criteria

The following chart shows the English Department's current standard for grading assignments and academic writing in courses. Faculty are encouraged to create assignment-specific rubrics using *relevant portions* of this rubric as a model for grading and offering feedback. Sections of this rubric are in alignment with the Communication and Critical Thinking rubrics created by the Core Objective Assessment Team. For more information, please go to the following page on the Intranet: http://inside.collin.edu/tl/COAT.html

Critical Thinking	Exceeds Expectations (Capstone) (A)	Meets Expectations (Milestone) (B)	Meets Expectations (Milestone) (C)	Does Not Meet Expectations (Benchmark) (D/F)
Analysis Identifies, interprets, and summarizes the issue or problem.	Issue or problem is thoroughly described.	Issue or problem is stated or defined but with minimal description.	Issue or problem is stated but undefined or ambiguous.	Issue or problem is not identified.
Inquiry Seeks information using data, ideas, or perspectives pertaining to an issue or problem.	Comprehensive data, ideas, or alternate perspectives have been used accurately.	A significant amount of data, ideas, or perspectives have been studied in some areas.	A minimal amount of data, ideas, or perspectives have been explored.	The exploration of data, ideas or perspectives is nonexistent, inaccurate, or inappropriate.
Evaluation Uses relevant arguments to support a conclusion.	Uses a significant amount of relevant arguments that lead to a conclusion.	Uses a minimal amount of relevant arguments that lead to a conclusion.	Offers relevant information but does not apply arguments.	Uses no relevant arguments.
Synthesis Communicates a cohesive conclusion.	Communicates a complete and well-supported, logical conclusion.	Incorporates an adequate conclusion incorporating some prior arguments.	Communicates a brief conclusion using a minimal amount of information.	Omits a conclusion.
Creativity/Innovation Uses new ideas or approaches that are relevant to the task or problem	Uses new ideas or approaches that transcend the original task or problem.	Uses new ideas or approaches that are relevant to the task or problem.	Uses new ideas or approaches that are not relevant to the task or problem.	Uses no new ideas or approaches.

Communication	Exceeds Expectations (Capstone) (A)	Meets Expectations (Milestone) (B)	Meets Expectations (Milestone) (C)	Does Not Meet Expectations (Benchmark) (D/F)
Development Organizes content in support of a central idea.	• Central idea is robust and strongly supported. • Content organization is clear, consistent, observable, and skillful. • Themes and supporting components are obvious and result in a cohesive product that supports central idea.	• Central idea is easily understandable and supported. • Content organization is clear and applicable to central idea. • Themes and supporting components are understandable and support central idea.	▢ Central idea can be deduced, but it is not explicit. ▢ Content organization is partially discernible. ▢ Themes and supporting components are minimally understandable.	• Central idea is nonexistent. • Content organization is inappropriate. • Themes and supporting components are not understood and/or are not present.
Expression Shows appropriate awareness of an intended audience, adjusting the subject matter, syntax, and mechanics of the product.	▢ Language and/or delivery is proficient, expressive, skillful, clear, free of errors, and appropriate to a targeted, intended audience. ▢ Grammar, syntax, sentence structure, punctuation, and spelling adhere to the conventions of Standard American English. ▢ Assignment has been carefully edited. .	▢ Language and/or delivery is clear and straightforward, expresses meaning with few significant errors, and considers a majority of the targeted, intended audience. ▢ Grammar, syntax, sentence structure, punctuation, and spelling deviate from Standard American English only slightly, and deviations are not sufficient to interfere with the assignment's overall clarity and effectiveness. ▢ Assignment has been edited.	▢ Language and/or delivery is not easily discernible due to moderate errors in mechanics and organization, in addition to an unclear grasp of the targeted, intended audience. ▢ Grammar, syntax, sentence structure, punctuation, and spelling deviate from Standard American English enough to distract from the assignment's overall clarity and effectiveness. ▢ Careless proofreading is evident.	▢ Language and/or delivery impedes expression of meaning due to numerous mechanical errors and organizational errors, and does not consider a targeted, intended audience. ▢ Grammar, syntax, sentence structure, punctuation, and spelling deviate frequently from Standard American English so as to interfere with the assignment's overall clarity and effectiveness. ▢ Little or no evidence of proofreading.
Interpretation Uses relevant content that conveys understanding of the subject matter.	▢ Content is high quality. ▢ It is highly relevant, shows exceptional understanding, and demonstrates mastery of subject.	▢ Content is acceptable. ▢ It is relevant and demonstrates general understanding of the subject.	▢ Content is minimally acceptable. ▢ It is marginally relevant and shows minimal understanding of the subject.	▢ Content is unacceptable. ▢ It is not relevant to the subject and demonstrates a lack of understanding the subject.

Organization, Structure, and Process	Exceeds Expectations (Capstone) (A)	Meets Expectations (Milestone) (B)	Meets Expectations (Milestone) (C)	Does Not Meet Expectations (Benchmark) (D/F)

Writing Process Demonstrates knowledge and application of the writing process	☐ Student has clearly met and followed requirements and criteria of the writing prompt. ☐ Obvious use of preliminary explorative writing/planning, rough drafts, and revisions.	☐ Student has met and followed the requirements of the writing prompt. ☐ Apparent use of preliminary writing/planning, rough drafts, and revision.	☐ Student has met and followed the basic requirements of the assignment. ☐ Assignment contains evidence of at least some preliminary writing/planning.	☐ Little to no evidence of preliminary writing/planning presents itself. ☐ Student has not fully met or followed the basic requirements of the assignment.
Formatting Utilizes proper formatting standards	☐ Proper formatting is clearly illustrated.	☐ Assignment is largely formatted correctly, though the text may contain a few minor formatting issues.	☐ Text may contain formatting errors.	☐ Formatting does not follow course requirements.
Word Choice and Tone Makes appropriate tone, language, and sentence-level choices	☐ Sentences are unified, coherent, varied, and emphatic. ☐ Word choice is fresh, precise, economical, and distinctive. ☐ Tone enhances the subject, conveys the writer's persona, and suits the audience.	☐ Sentences are purposeful, varied, and emphatic. ☐ Word choice is precise and distinctive. ☐ Tone fits the subject, persona, and audience.	☐ Sentences are competent but lacking emphasis and variety. ☐ Word choice is generally correct and distinctive. ☐ Tone is acceptable for the subject.	☐ Sentences are incoherent, incomplete, fused, monotonous, elementary, or repetitious, thus obscuring meaning. ☐ Word choice is vague or inappropriate. ☐ Tone is unclear or inappropriate to the subject.
Organization Establishes a logical order and focused paragraphs.	☐ Assignment establishes a logical order and emphasis, creating a sense of "flow." ☐ Paragraphs are focused, idea-centered, and transition smoothly. ☐ Introduction pulls the reader in, and the assignment continues to be engaging, and the conclusion supports and completes the assignment without repeating.	☐ Assignment establishes a logical order, indicating emphasis. ☐ Paragraphs are focused, idea-centered, and include transitions to indicate changes in direction. ☐ Introduction engages the reader, and the conclusion supports without mere repetition of ideas.	☐ Assignment does not follow a consistent, logical order, though some order may be apparent through the discussion. ☐ Paragraphs are generally focused and idea-centered. Transitions between paragraphs and ideas are obvious and/or dull. ☐ Introduction and conclusion are formulaic and uninteresting, offering little insight.	☐ Assignment seems to lack order and/or emphasis. ☐ Paragraphs follow a sort of rule-bound structure (i.e., three to five sentences each) rather than thoroughly developing a single idea. Transitions are inappropriate, misleading, or missing. ☐ Neither the introduction nor the conclusion satisfies any clear rhetorical purpose, or may be missing all together.