

Student copy: Essay/Research Paper/Essay Test Grading Form. Dialectic/Rhetoric Levels. Date: _____ Score: _____

	Poor	Fair	Good	Excellent
<p><u>Structure</u> _____/40 possible points. Comments:</p>	<ul style="list-style-type: none"> <input type="checkbox"/> No clear thesis. <input type="checkbox"/> Poor, or non-existent paragraphing for student's level. <input type="checkbox"/> Facts not arranged logically under strong topic sentences. <input type="checkbox"/> Did not follow assignment. 	<ul style="list-style-type: none"> <input type="checkbox"/> Thesis not well defined. <input type="checkbox"/> Paragraphs are too few, or are widely disproportionate. <input type="checkbox"/> Some facts not arranged in logically under strong topic sentences, or are missing topic sentences. <input type="checkbox"/> Didn't follow assignment well. 	<ul style="list-style-type: none"> <input type="checkbox"/> Thesis could be better defined, or presented earlier. <input type="checkbox"/> Reader was left a little unclear about author's intent. <input type="checkbox"/> Paragraphing good, but could use some improvement. <input type="checkbox"/> Followed assignment, but some variance from instructions. 	<ul style="list-style-type: none"> <input type="checkbox"/> Thesis clearly defined. <input type="checkbox"/> Correct number of paragraphs for the essay type attempted. <input type="checkbox"/> Facts are arranged in clear and logical fashion under strong topic sentences. <input type="checkbox"/> Executed assignment exactly as directed.
<p><u>Content</u> _____/40 possible points. Comments:</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Thesis is insupportable, or not supported. <input type="checkbox"/> Few facts presented. <input type="checkbox"/> Poor representation of required research. <input type="checkbox"/> Too much "setting" and/or opinions, unsupported by facts. 	<ul style="list-style-type: none"> <input type="checkbox"/> Thesis is not supported. <input type="checkbox"/> Weak on facts; some are presented, but not enough to prove the thesis. <input type="checkbox"/> One or more paragraphs seriously light on facts. <input type="checkbox"/> Insufficient research. <input type="checkbox"/> Too much opinionating. 	<ul style="list-style-type: none"> <input type="checkbox"/> Good thesis, but not the best choice of supportive categories or facts. <input type="checkbox"/> Many good facts, but some key facts left out, given the thesis. <input type="checkbox"/> One paragraph is not well enough rounded with facts. <input type="checkbox"/> Adequate research for the assignment. 	<ul style="list-style-type: none"> <input type="checkbox"/> Strong thesis, amply supported by three strong categories. <input type="checkbox"/> Many strong, specific, and important facts support that prove the author's point. <input type="checkbox"/> Excellent research is evident.
<p><u>Writing Style</u> _____/10 possible points. Comments:</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Sentences are structurally inadequate. Fragments, run-ons, or misplaced phrases. <input type="checkbox"/> Lacks "flow" of style; wooden and awkwardly stated. <input type="checkbox"/> Much "informal" language inserted in this formal piece of writing. <input type="checkbox"/> Several instances of tenses changing inappropriately, or disagreement between subjects and verbs, or missing antecedents. 	<ul style="list-style-type: none"> <input type="checkbox"/> Sentences are mixed: some are good, but many are flawed as run-ons, fragments, or tangled awkwardness. <input type="checkbox"/> Transitions and "flow" need much improvement: these greatly inhibit the reader's comprehension of the author's argument. <input type="checkbox"/> Instances of informal, or slang, phrases are out of place. <input type="checkbox"/> Wrong tense changes, or missing antecedents. 	<ul style="list-style-type: none"> <input type="checkbox"/> Good, basic writing. <input type="checkbox"/> Lacks excellent syntax. <input type="checkbox"/> Lacks excellent "flow"—transition words, ordering of phrases, and subordinate clauses. <input type="checkbox"/> Structure causes some confusion; makes paper hard to read and understand. Such mistakes as tense changes, missing antecedents 	<ul style="list-style-type: none"> <input type="checkbox"/> Excellent writing. <input type="checkbox"/> Great sentence structure. <input type="checkbox"/> Excellent variety of sentence structure that serves the reader by clarifying the author's message. <input type="checkbox"/> Formal language appropriate to the essay is used throughout. <input type="checkbox"/> Good tense use, subject/verb agreement, and clear antecedents throughout.
<p><u>Mechanics</u> _____/10 possible points. Comments:</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Messy handwriting; inappropriate inattention to neatness. <input type="checkbox"/> Punctuation & capitalization is well below ability (handwritten or computer). <input type="checkbox"/> Spelling is well below ability. 	<ul style="list-style-type: none"> <input type="checkbox"/> Not as neat as the student is capable of. <input type="checkbox"/> Punctuation & capitalization is below ability (handwritten or computer). <input type="checkbox"/> Spelling is below ability. <input type="checkbox"/> General aspect of paper is "a rush job; not well done." 	<ul style="list-style-type: none"> <input type="checkbox"/> Neat, but some handwriting improvement is called for (or, if the paper is computer generated, not enough attention paid to proper formats.) <input type="checkbox"/> Several errors in punctuation & capitalization (handwritten or computer). <input type="checkbox"/> Footnoting/citation errors. <input type="checkbox"/> Spelling is below ability. <input type="checkbox"/> General aspect of paper is "hurried; not as good as could be." 	<ul style="list-style-type: none"> <input type="checkbox"/> Very neat, clean copy. <input type="checkbox"/> Almost all citations are proper. <input type="checkbox"/> Spelling is done well. <input type="checkbox"/> Careful work, excellently done. <input type="checkbox"/> Almost perfect obedience to the rules of punctuation & capitalization.

Notes to teachers about using this form.

This form is designed for grading essay papers and tests, research papers, and other non-fiction, analytical work at the Dialectic and Rhetoric level. It can be used in a variety of ways, all of which I recommend.

- ❑ The student should understand every expectation outlined in this form. If he sets out to get an A, he should know precisely what criteria he should meet to achieve it. This form can be given to the student at the START of his assignment as a guide for your expectations, and criteria for grading.
- ❑ The student should be trained to evaluate his own work. Thus, you can have your student work with this form in front of him and then ask him to check off the boxes as a proofing guide before he hands in his work. Sometimes, it will be profitable for him to do this, then for you to go through his work with a red pen, and then fill out a second form. Then, the student can fill out a third form, looking at your markings. Then, compare your form with his first and second forms to see what aspects his eye missed in his evaluation of his own work.
- ❑ Letter grades correspond to number grades, as you probably know. Here is a suggested scale: 100-98 A+; 97-94, A; 93-90 A-; 89-88 B+; 87-84 B; 83-80 B-; 79-78 C+; 77-74 C; 73-70 C-; 69-68 D+; 67-64 D; 64-60 D-; below 60 F.

Specifics in using this form.

- ❑ The form is flexible! If the student is not required to have certain elements in a given assignment (like footnotes), leave that checkmark blank and don't include it in your evaluation.
- ❑ Each block is worth $\frac{1}{4}$ of the total possible points for that row. Example: for "Structure", each block is 10 points. If the student receives a "poor" evaluation, he only gets 10 points. "Fair" would give him 20, "Good" garners 30, and Excellent awards him 40 points. Same for "Content." Style and Mechanics divide evenly into 2.5 points per square.
- ❑ Be sure to check each bullet that applies, no matter what column, first. THEN, assess overall points. If you work across the chart, you'll notice there's a "continuum" of skills, least skilled to most skilled, for each major requirement. Within rows, some students may have "excellent" parts, and only "good" parts. Example: excellent spelling and poor capitalization/punctuation. The numerical grade is reached by looking at where the most checks seem to fall, and then compensating for real differences.
- ❑ You can give partial credit! If you want to, go through the form and check boxes off horizontally, checking the most appropriate squares. For instance, under mechanics... maybe his spelling is excellent, but his work is very sloppy. Give him a "poor" (only 2.5 points) but add one extra point for good spelling and check it off in the "Excellent" and "Mechanics" square.
- ❑ It is no accident that structure and content are emphasized over style and mechanics in the Dialectic and Rhetoric years. In the form below, for Grammar level students, note that this is reversed!

Student copy: Non-fiction Grading Form. Grammar Levels. Date: _____ Name: _____ Score: _____

	Poor	Fair	Good	Excellent
Structure _____/10 possible points. Comments:	<input type="checkbox"/> Poor, or non-existent paragraphing for student's level. <input type="checkbox"/> Facts not arranged logically under strong topic sentences. <input type="checkbox"/> Did not follow assignment.	<input type="checkbox"/> Paragraphs are too few, or are widely disproportionate. <input type="checkbox"/> Some facts not arranged in logically under strong topic sentences, or are missing topic sentences. <input type="checkbox"/> Didn't follow assignment well.	<input type="checkbox"/> Reader was left a little unclear about author's intent. <input type="checkbox"/> Paragraphing good, but could use some improvement. <input type="checkbox"/> Followed assignment, but some variance from instructions.	<input type="checkbox"/> Correct number of paragraphs for the assignment. <input type="checkbox"/> Facts are arranged in clear and logical fashion under strong topic sentences. <input type="checkbox"/> Executed assignment exactly as directed.
Content _____/10 possible points. Comments:	<input type="checkbox"/> Few facts/not enough research. <input type="checkbox"/> Too much "setting" and/or opinions, unsupported by facts. <input type="checkbox"/> Too many "unrelated" facts that do not belong in this paper. <input type="checkbox"/> Research was seriously deficient.	<input type="checkbox"/> Weak on facts; some are presented, but not enough to fulfill this assignment as directed. <input type="checkbox"/> Too much opinionating without supportive facts. <input type="checkbox"/> One or more paragraphs seriously light on facts. <input type="checkbox"/> Research is deficient.	<input type="checkbox"/> Many good facts, but some key facts left out, given the topic. <input type="checkbox"/> One paragraph is not well enough rounded with facts. <input type="checkbox"/> Adequate research for the assignment is evident.	<input type="checkbox"/> Topic is amply supplied with facts. <input type="checkbox"/> Many strong, specific, and important facts support and prove the author's point. <input type="checkbox"/> Excellent amount of research evident in the work.
Writing Style _____/40 possible points. Comments:	<input type="checkbox"/> No prewriting submitted. <input type="checkbox"/> Sentences are structurally inadequate. Fragments, run-ons, or misplaced phrases. <input type="checkbox"/> Lacks "flow" of style; wooden and awkwardly stated. <input type="checkbox"/> Several instances of tenses changing inappropriately, or disagreement between subjects and verbs, or missing antecedents.	<input type="checkbox"/> Inadequate pre-writing. <input type="checkbox"/> Sentences are mixed: some are good, but many are flawed as run-ons, fragments, or tangled awkwardness. <input type="checkbox"/> Transitions and "flow" need much improvement: these greatly inhibit the reader's comprehension of the author's points. <input type="checkbox"/> Instances of informal, or slang, phrases are out of place. <input type="checkbox"/> Wrong tense changes, or missing antecedents.	<input type="checkbox"/> Prewriting is adequate. <input type="checkbox"/> Good, basic writing. <input type="checkbox"/> Lacks excellent syntax: _____. <input type="checkbox"/> Lacks excellent "flow"—transition words, ordering of phrases, and subordinate clauses. <input type="checkbox"/> Structure causes some confusion; makes paper hard to read and understand. Such mistakes as tense changes, missing antecedents: _____	<input type="checkbox"/> Extensive prewriting shows careful planning. <input type="checkbox"/> Excellent writing. <input type="checkbox"/> Great sentence structure. <input type="checkbox"/> Excellent variety of sentence structure that serves the reader by clarifying the author's message. <input type="checkbox"/> Formal language appropriate to the essay is used throughout. <input type="checkbox"/> Good tense use, subject/verb agreement, and clear antecedents throughout.
Mechanics _____/40 possible points. Comments:	<input type="checkbox"/> Messy handwriting; inappropriate inattention to neatness. <input type="checkbox"/> Many punctuation errors. (Include citation errors here.) <input type="checkbox"/> Capitalization is well below ability (handwritten or computer). <input type="checkbox"/> Spelling is well below ability.	<input type="checkbox"/> Not as neat as the student is capable of. <input type="checkbox"/> Many punctuation errors. (Include citation errors here.) <input type="checkbox"/> Capitalization is below ability (handwritten or computer). <input type="checkbox"/> Spelling is below ability. <input type="checkbox"/> General aspect of paper is "a rush job; not well done."	<input type="checkbox"/> Neat, but some handwriting improvement is called for (or, if the paper is computer generated, not enough attention paid to proper formats.) <input type="checkbox"/> Several errors in punctuation & capitalization/citations. <input type="checkbox"/> Spelling is below ability. <input type="checkbox"/> General aspect of paper is "hurried; not as good as could be."	<input type="checkbox"/> Very neat, clean copy. <input type="checkbox"/> Almost all citations are proper. <input type="checkbox"/> Spelling is done well. <input type="checkbox"/> Careful work, excellently done. <input type="checkbox"/> Almost perfect obedience to the rules of punctuation & capitalization.