

FACT Assignment Grading Rubric
The red “n” stands for “no” or “none”
The red “y” stands for “yes”

<ul style="list-style-type: none"> • <u>Basics:</u> <p>Well organized and well developed.</p>	<ul style="list-style-type: none"> • Clear intro, body, conclusion • Clear thesis (or in this case, purpose) and main points • Logical progression from one paragraph to the next • Clear transitions, topic sentences • Evidence supports main points/claims • All 4 types of evidence: experts, statistics, definition, specific examples, not theoretical ones • Not meandering or repetitive 	35
<p>Demonstrates a clear understanding of audience and purpose</p>	<ul style="list-style-type: none"> • Information is arranged in a strategic manner • All fact/claims are empirically verifiable • No value claims • No evaluative words • Negative or positive stance is clear 	15
<p>Cites in-text sources using APA and has a Reference Page in APA</p>	<ul style="list-style-type: none"> • Correct citation involving direct quotations and when incorporating various research, and correct citation involving print and on-line sources • Cites all evidence • Reference Page is complete and APA 	10
<p>Contains no fallacies and uses logical reasoning.</p>	<ul style="list-style-type: none"> • Reasoning is clear in terms of inductive, causal, analogical, or deductive. 	
<p>Uses only credible sources</p>	<ul style="list-style-type: none"> • Shows clear understanding of credibility in print, on-line, and various media sources 	
<ul style="list-style-type: none"> • <u>Writing Style</u> • <u>Sentence Structure</u> • <u>Voice/Tone</u> 	<ul style="list-style-type: none"> • Run-on sentences • Sentence fragments • Consistent 1st, 2nd, or 3rd person • Commas, semi-colons • Subject-verb agreement • Appropriate apostrophe, quotation mark usage • Passive voice • Too many verbs per sentence • Too many nouns per sentence • Improper use of prepositions • Verb form “to be” 	15

	<ul style="list-style-type: none"> • Inappropriate capitalization • Vague pronouns: “it,” “they,” etc. • Starting a sentence with “it” • Hanging quotation marks • Wordiness • Redundancy of phrases, words, or ideas • Ending a sentence with a preposition (of, which, to, etc.) • Avoid cliches • Tight, concise writing • Spelling and punctuation • Better word choices other than “thing,” “nice,” “good,” etc. 	
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Please Note:

The “A” paper: will comply with all parts of the assignment and contain minor errors.

The “B” paper: will demonstrate competence in the same categories as the “A” essay. The chief difference is that the “B” paper will show some descriptably slight weaknesses in one of those categories. One of the assigned tasks maybe slighted, (for example: not enough evidence or one or more non-credible sources) show less facility of expression, or contain some minor grammatical, mechanical, or usage flaws.

The “C” paper: will complete all tasks set by the assignment, but show weaknesses in fundamentals, usually development, with only enough specific information to minimally support its thesis. The sentence construction may be less mature, and the use of language less effective and correct than the “B” paper.

The “D” paper: will neglect one of the assigned tasks and be noticeably superficial in its treatment of the assignment—that is, too simplistic and/or too short. The essay may reveal some problems in logic and development, with insufficient specific information/evidence to support its point. There will be grammatical, mechanical, and/or usage errors that are serious and/or frequent enough to interfere with comprehension.