

Grading Sheet for Analytical Literature and Language Papers

OVERALL ASSESSMENT

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CONTENT

- The paper exhibits a sustained, consistent level of analysis appropriate to the work(s)
- The paper exhibits a slightly less sustained, less consistent level of analysis appropriate to the work(s) (#10)
- The paper exhibits a less sustained or consistent level of analysis appropriate to the work(s) (#10)
- The paper exhibits a lack of analysis or a confused sense of the level of analysis appropriate to the work(s) (#10)

ORGANIZATION

- Paper is logically organized but has few transitions (#28-9) (but) is too short.
- Paper is partially logically organized lacks logical development and has few transitions (#2-9)
- Intro provides context and has thesis in rhetorically appropriate place
- Weak intro (#2-3) provides no context too short too long
- Intro does not lead into topic
- Thesis is not focused enough (#2-3)
- Thesis is missing or in rhetorically awkward place (#2-3)
- Some paragraphs are not developed enough (#4-5)
- Some paragraphs they lack analytical topic sentences (#4-5)
- Some paragraphs need more supporting details
- Some paragraphs are too long / undifferentiated (#5-7)
- Conclusion provides appropriate summarization and universalization without being tedious
- Weak conclusion (#9) merely a tedious summary just peters out
- Conclusion does not universalize (#9)

SENTENCE STRUCTURE

- Sentences are varied and grammatically correct
- Sentences are mostly varied and grammatically correct
- Sentences could use more coordination subordination (#26) active voice (#34)
- Sentences could use more variation: are too short too long always S-V-O constructions (#26)
- Sentences are occasionally often grammatically incorrect (#18-24) garbled (#25)
- Sentences are occasionally often inelegant (#15, 25, 27)

WORD CHOICE

- Diction is varied and adequate to the topic
- Diction is mostly varied
- More vocabulary variety needed (#35)
- More analytic verb variety needed (#36)

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- Word choice is occasionally often
 informal repetitive incorrect inelegant (#35)

MECHANICS

- | | | |
|---|--|---|
| <input type="checkbox"/> Colons (#52) | <input type="checkbox"/> Other (#33) | <input type="checkbox"/> Semicolons (#21) |
| <input type="checkbox"/> Noun-Pronoun Agreement (#17) | <input type="checkbox"/> Comma Usage (#19) | <input type="checkbox"/> Hyphens (#40) |
| <input type="checkbox"/> Fragments (#18) | <input type="checkbox"/> Comma Splices (#20) | <input type="checkbox"/> Possessives (#37) |
| <input type="checkbox"/> Subject-Verb Agreement (#23) | <input type="checkbox"/> Run-ons (#22) | <input type="checkbox"/> Spelling/Typos (#45) |

MLA STYLE SHEET

- The *Guide to Style* format of the paper is correct
- Paper shows an understanding of the *Guide to Style* format but is lacking in presentation and form:
- layout of paper (#43-45, 54)
 - integration of quotations (#46-53)
 - documentation (#55-71)
- Paper shows no understanding of *Style* requirements:
- layout (#43-45, 54)
 - quotations (#46-53)
 - documentation (#55-71)
- Works Cited page is accurate
- Works Cited page is inaccurate (#72-101) slightly inaccurate or missing (#72)

GRADING SYMBOLS

The #s on the paper and on this sheet refer to the appropriate sections in the *Guide to Style*; online at <http://www.unm.edu/~aobermei/Guide/indexGuide.html>. **Checkmarks** in the margins mean I liked your point or phrasing; **circled words** indicate a mechanical error (spelling, typos, punctuation, grammar). **Bracketed sentences** demonstrate structural weaknesses (run-on or fragmented sentences, awkward passages or grammatically wrong constructions). **Straight underlines** indicate that the expression is faulty; **wavy underlines** mean that your usage is not incorrect but could stand improvement. I expect you to identify the errors and remedy them, so that you can learn from your mistakes and do not make them on subsequent papers. **If you are unclear about them, talk to me.**

For Grading Rubrics, visit your class website.

GRADING SCALE

A+ = 99-100	B+ = 88-89	C+ = 78-79	D+ = 68-69	F = 0-59
A = 94-98	B = 84-87	C = 74-77	D = 64-67	
A- = 90-93	B- = 80-83	C- = 70-73	D- = 60-63	
excellent	good	adequate	damaged	failing

GRADE: Click here to enter text.