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| **T.C.**  **YAŞAR ÜNİVERSİTESİ**  **Faculty of Human and Social Sciences**  **Department of English Language and Literature**  **2019-2020 Fall**  **Midterm and Final Exam Essay Assignment Rubric** | |
| Student Name/ Last Name |  |
| **A (Exceptional) (96-100)**  **A- (90-95)**   * **The essay is exceptionally well argued, with logical and identifiable thesis statement and reasonable claims made throughout, supported by excellent textual evidence. The writer considers the consequences of his or her conclusion.** * **The essay has exceptional clarity in grammar and mechanics and is relatively problem free.** * **The paragraphs of the essay follow a logical development; each paragraph carries a main idea and warrants for its position and transitions to the next. There is a rhetorical flow to the paper.** * **Sentence and rhetorical style is exceptional. The paper has an identifiable and attractive tone.** * **The formal requirements of the assignment show careful attention to detail.** | |
| **B+; B; B- (Very Good and good (89-76)**   * **The essay presents an argument, but one that is not immediately identifiable. The claims are reasonable but less consistent, and support from textual evidence is present, but not completely compelling.** * **The essay demonstrates clarity in expression, but has a number of errors in grammar and mechanics that begin to cloud the clarity of the position.** * **The paragraphs of the essay follow a reasonable logic, but not exceptionally so. More work is needed by the reader to assemble the logic of the essay.** * **Sentence and rhetorical style is good. The paper has a tone.** * **The formal requirements of the assignment show attention to detail, but some errors are present.** | |
| **C+; C; C- (Adequate 75-60)**   * **The essay makes a poor argument or lacks an identifiable argument. As a result, the claims made lack a sense of purpose and appear somewhat random. Textual evidence is not supplied, or is supplied haphazardly.** * **The essay has inconsistent clarity in expression, occasionally lacking clarity. Grammatical errors are common, though not completely obscuring the sense of the sentences.** * **The paragraphs of the essay do not move logically from one position to another, or move haphazardly without a sense of development.** * **The paper has an inconsistent syntactic and rhetorical style. It lacks a consistent tone.** * **The paper format is relatively inconsistent, betraying a lack of attention to detail.** | |
| **D+; D (59-50) (Inadequate)**   * **The essay lacks a focus and argument.** * **Grammatical, syntactic, mechanical problems obscure the clarity of reasoning.** * **Paragraphs are isolated subcontinents of thought with little relation to the preceding or previous ones.** * **The paper betrays a fundamental lack of syntactic or rhetorical style.** * **The paper format is poor, especially in regard to the use of textual materials. Citations are either incorrectly presented or missing.** | |
| **F (49 and bellow) (Failing)**   * **The essay either does not meet the criteria of the assignment, lacks focus on the assignment, or does not meet the requirements of the assignment.** * **Grammatical problems are too numerous. The essay is mainly incoherent.** * **Paragraphs are lacking or individual paragraphs are lacking sense.** * **The paper has no identifiable rhetorical style.** * **The paper is incorrectly formatted.** | |

**Dr. Jeffrey Hibbert**