

ENGL 4830/6830 Weekly Discussion Posts Assessment Rubric

	Excellent ("A" range)	Good ("B" range)	Average ("C" range)	Below Average ("D" range)
Content of post	Clearly articulates one main point, position, or question on the reading that drives the discussion. If responding to another student's post, clearly shows attention to what others have already written. Close attention to specific words, passages, or scenes in the reading.	Articulates one main point, position, or question on the reading. If responding to another student's post, shows attention to what others have already written. Some attention to specific words, passages, or scenes in the reading.	Scattered and inconsistent discussion of reading. Little attention to what others have already written. Little discussion of specific words, passages, or scenes in the reading.	Does not contribute a main point, position, or question. No attention to what others have already written. No discussion of specific words, passages, or scenes.

ENGL 4830/6830 Lecture Responses Assessment Rubric

	Excellent ("A" range)	Good ("B" range)	Average ("C" range)	Below Average ("D" range)
Content of response	Clearly summarizes main takeaways from lectures. Synthesizes information from lectures in a clear and coherent manner. Clearly connects information from lectures to specific readings.	Summarizes main takeaways from lectures. Synthesizes information from lectures. Connects information from lectures to specific readings.	Scattered and inconsistent summary of lectures. Lists rather than synthesizes information from lectures. No clear connections to specific readings.	Does not summarize lectures. No synthesis of information. No connections to specific readings.

ENGL 4830/6830 Research Presentation Assessment Rubric

	Excellent (“A” range)	Good (“B” range)	Average (“C” range)	Below Average (“D” range)
Summary of scholarly source	Clearly articulates author’s main argument/thesis. Explains organizational structure and methodology of source. Explains how structure and central examples support thesis. Clearly explains how source illuminates assigned reading for the week.	Identifies author’s main argument/thesis. Explains some examples and touches on organization and methodology. Explains how source illuminates assigned reading for the week.	Scattered and inconsistent discussion of author’s main argument/thesis. Little discussion of structure, organization, or methodology. Vague connection to assigned reading for the week.	Does not identify author’s main argument/thesis. No discussion of structure, organization, or methodology. No connection to assigned reading for the week.
Quality of research	Source is scholarly in nature and appears in a reputable, peer-reviewed journal or book. Published in last 20 years. Close attention to credentials of publication venue and author.	Source is scholarly in nature and appears in a peer-reviewed journal or book. Published in last 20 years. Attention to credentials of venue and author.	Source is scholarly. Little attention to publication date or credentials.	Source is not scholarly. No attention to publication date or credentials.
Delivery style	Clear, concise statements with appropriate transitions. Logical structure and organization. Effective and professional use of visual aids.	Clear statements with some transitions. Clear structure and organization. Effective use of visual aids.	Solid statements but no transitions. No discernible structure or organization. Minimal use of visual aids.	Confusing statements without transitions. No structure or organization. No use of visual aids.

ENGL 4830/6830 Critical Essay Assessment Rubric

	Excellent (“A” range)	Good (“B” range)	Average (“C” range)	Below Average (“D” range)
Main argument and analysis	Clearly articulates thesis/main argument in effective introduction. Thesis supported and developed by sophisticated literary analysis throughout essay.	Articulates thesis/main argument in introduction. Thesis supported and developed by literary analysis throughout essay.	Articulates thesis/main argument at some point in essay. Minimal literary analysis.	Does not articulate a clear thesis/main argument. No literary analysis.
Structure and organization	Effective topic sentences frame each body paragraph. Logical and coherent organization supports and enhances main argument. Sophisticated transitions used throughout essay.	Topic sentences frame each body paragraph. Logical and coherent organization. Transitions used throughout essay.	Scattered and inconsistent topic sentences. Little attention to structure and organization. Minimal transitions.	No topic sentences or transitions. No discernible organizational method.
Quality of research	All sources are scholarly in nature and appear in reputable, peer-reviewed journals or books. Close attention to credentials of venues and authors.	All sources are scholarly in nature and appear in peer-reviewed journals or books. Attention to credentials of venues and authors.	Most sources are scholarly. Little attention to credentials.	Most sources are not scholarly. No attention to credentials.
Writing Style	Clear, concise sentences with appropriate transitions. Excellent use of sentence structure variety and vocabulary. No grammatical or mechanical errors.	Clear sentences with some transitions. Good use of sentence structure variety and vocabulary. Minimal grammatical and mechanical errors.	Solid sentences but no transitions. Little attention to sentence structure variety or vocabulary. Grammatical and mechanical errors.	Confusing sentences without transitions. No attention to sentence structure variety or vocabulary. Frequent grammatical and mechanical errors.

