

# Grading Rubric For Written Assignments

You will be asked to prepare written assignments for your LTU Online courses. LTU Online instructors use the following grading rubric to evaluate your work. Some instructors will use point totals rather than letter grades to evaluate your work, so review your course syllabus for complete information about assignments and expectations.

A grading rubric for written assignments is important for several reasons:

- Clearly informs students of instructors' expectations regarding assignments
- Insures a common evaluation framework across all online classes
- Provides students with the opportunity to evaluate their own work in advance of submitting an assignment

Letter Grade	Criteria
"A" Paper (Exemplary)	<ul style="list-style-type: none"><li>•Complies fully with the assignment. Information clearly and effectively supports a central purpose or thesis and displays a thoughtful, in-depth analysis of a sufficiently limited topic. The reader gains insights.</li><li>•Is directed towards and meets the needs of a defined audience (is persuasive or argumentative).</li><li>•Begins, flows, and ends effectively. The introduction, body and conclusion of the paper are sound.</li><li>•Provides compelling supporting arguments, evidence, examples and details. The use of supporting detail is embedded in a context of discussion.</li><li>•Is well-organized and unified with ideas and sentences that relate to the main topic. The ideas are arranged logically to support the thesis.</li><li>•Uses appropriate, direct language: writing is compelling; sentences are well-phrased and varied in length and structure. Paragraphs are well-structured, use of headings is excellent, and paper shows strong organization.</li><li>•Correctly acknowledges and documents sources in APA style (e.g., in-text citations, works cited pages, etc.).</li><li>•Is free of errors in grammar, punctuation, word choice, spelling, and format. Maintains a level of excellence throughout, and shows originality and creativity in realizing 1-6.</li></ul>
"B" Paper (Proficient)	<ul style="list-style-type: none"><li>•Complies in a competent manner with the assignment. Information provides firm support for a central purpose or thesis, and displays evidence of a basic analysis of a sufficiently limited topic. The paper demonstrates overall competency. It shows some originality, creativity, and/or genuine engagement with issues at hand.</li><li>•Is directed towards and meets the needs of a defined audience (is persuasive, argumentative or informational).</li><li>•Begins, flows, and ends effectively. The introduction, body and conclusion of the paper are</li></ul>

	<p>adequate.</p> <ul style="list-style-type: none"> <li>•Provides adequate supporting arguments, evidence, examples and details. The use of supporting detail is embedded in a context of discussion.</li> <li>•Is well-organized and unified: sentences relate to main topic; ideas are arranged logically to support the thesis. Paragraphs are well structured; use of headings is good, and paper shows general organization and flow.</li> <li>•Is comprised of well-phrased sentences that are varied in length and structure. There are occasional violations in the writing, but they don't present a major distraction or obscure the meaning.</li> <li>•Correctly acknowledges and documents sources in APA style (e.g., in-text citations, works cited pages, etc.).</li> <li>•Contains minimal errors in grammar, punctuation, word choice, spelling, and format.</li> </ul>
<p>“C” Paper (Marginal)</p>	<ul style="list-style-type: none"> <li>•Complies adequately with the assignment. Information supports the thesis at times. Analysis is basic or general. The purpose is not always clear. The paper completes (rather than engages in) the assignment.</li> <li>•Presents an unclear (either persuasive or argumentative) rhetorical position.</li> <li>•Has partial or inadequate introduction and conclusion.</li> <li>•Does not provide adequate supporting arguments, evidence, examples and/or details.</li> <li>•Is not arranged logically. Ideas fail to make sense and are not expressed clearly. The reader can figure out what the writer probably intends, but may not be motivated to do so.</li> <li>•Contains some awkwardly constructed sentences that present an occasional distraction for the reader. Paragraphs are unstructured, headings are missing, and general organization and flow is lacking.</li> <li>•Incorrectly or partially acknowledges and documents sources in APA style (e.g., in-text citations, works cited pages, etc.). Although occasional references are provided, the writer relies on unsubstantiated statements. The reader is confused about the source of ideas.</li> <li>•Contains numerous errors in grammar, punctuation, word choice, spelling, and format which distract the reader.</li> </ul>
<p>“D” Paper (Unacceptable)</p>	<ul style="list-style-type: none"> <li>•Does not adequately comply with the assignment. The paper does not successfully identify the thesis. Analysis is vague or not evident.</li> <li>•Has no rhetorical position.</li> <li>•Has an inadequate introduction and conclusion.</li> <li>•Does not provide adequate supporting arguments, evidence, examples and/or details. Paragraphs may “string together” quotations without a context of discussion.</li> <li>•Is not arranged logically. Frequently, ideas fail to make sense and are not expressed clearly. The reader cannot identify a line of reasoning.</li> <li>•Contains frequent errors in sentence structure, which present a major distraction to the reader. Paragraphs are unstructured, headings are missing, and the paper lacks general organization</li> </ul>

and flow.

- Incorrectly or partially acknowledges and documents sources in APA style (e.g., in-text citations, works cited pages, etc.). Although occasional references are provided, the writer relies on unsubstantiated statements. The reader is confused about the source of ideas.
- Contains numerous errors in grammar, punctuation, word choice, spelling, and format, which obscure the meaning of the passage. The reader is confused and stops reading.

## Tips About Writing Successful Papers

- Don't use an intentionally "flowery" writing style. Use simple declarative sentences.
- Be very careful of sentence structure, grammar, and spelling. Use built-in spelling checkers but review your paper visually as well before submitting.
- Use organizing headings to guide the reader through your paper. Use single-topic paragraphs to organize content within headings.
- Read your paper out loud ... slowly ... so you can hear how it unfolds. Ask someone you trust to read your paper to identify logical flaws, organizational problems, sections of the paper that are not compelling, or paragraphs that do not clearly convey your thinking.
- Be sure to use the APA format for citations. Use quotations when you use more than a few words directly from another paper. Paraphrase authors' ideas and give them credit for their work.
- Use *Safe Assignment* within Blackboard to assist you in avoiding plagiarism.