



## Standards for Evaluating Written Assignments

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**Papers are evaluated on a scale running from A+ to C- or No Credit (NC) for unacceptable work. Permission to rewrite papers will be given at my sole discretion.**

- A** Thesis exhibits independent and original thought, is well developed, and clearly focused on all aspects of the assignment  
Argumentation is interesting, insightful, and well organized  
Supporting evidence is thorough and relevant  
Narrative and description kept to minimum needed for analysis  
Conflicting evidence and counter-arguments are consistently acknowledged and accounted for  
Introduction clearly announces the thesis and sets out how the issue will be presented  
Conclusion emerges logically from main arguments  
Footnotes are used when needed; footnotes and bibliography use consistent and appropriate format  
Well organized and well written with thoughtful, precise language  
Errors of style are few and minor
- B** Thesis is adequately developed, addresses all aspects of assignment, but is derivative  
Argumentation is strong but may demonstrate occasional omissions or failures  
Supporting evidence is less thorough and/or relevant than in top category, but is still substantial  
More narrative or description than is necessary at the expense of argumentation  
Conflicting evidence and counter-arguments are usually acknowledged and treated  
Introduction adequately presents thesis  
Conclusion is logical extension of arguments in rest of essay, but may be somewhat weak or unpersuasive  
Footnotes usually used when needed; footnotes and bibliography use consistent and appropriate format  
Satisfactorily organized and clearly, if not elegantly, written  
Errors of style are few but detract from the presentation
- C** Thesis exists but needs further explication or definition and is not sufficiently focused on assignment  
Argumentation is confused and difficult to follow or assertion dominates over argumentation  
Supporting evidence is adequate but sparse, or its relevance is not always made clear  
Too much narrative or description at expense of analysis  
Little concern for conflicting evidence and counter-arguments or they are not refuted convincingly  
Introduction overly terse, lengthy, or confused to be effective or does not agree with conclusion  
Conclusion is insufficiently related to arguments in paper  
Footnotes are not always used when needed; footnotes and bibliography may sometimes use inconsistent and/or inappropriate format  
Adequate organization but structural flaws compromise presentation  
Errors of style are regular or serious enough to compromise presentation
- NC** Thesis is unclear, unproven, or even missing and fails to address the assignment  
Supporting evidence is irrelevant or missing; essay relies on assertion rather than demonstration  
Narrative or description far outweigh analysis  
No treatment of conflicting evidence or counter-arguments  
Conclusion fails to draw on arguments in the paper or is missing  
Footnotes and/or bibliography are absent or improperly formatted  
Deficient organization, mechanics, and style result in an incoherent paper  
Deviates from prescribed format for assignment  
Inappropriate/non-academic style  
Paper is plagiarized in part or whole  
Paper lacks a completed (and accurate) "Checklist For Papers"