

## SG400 Compiler & Interpreter Design Written Report Grading Rubric

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Project: KGA #2: Compilers and Interpreters in Games Research**

This rubric defines effective writing skills in terms of the following elements:

**Composition**

- Introduction
- Idea Development
- Support or Evidence
- Word Choice
- Conclusion

**Organization**

- Topic Sentences
- Paragraph Order
- Transitions

**Mechanics**

- Sentence Structure
- Punctuation/Spelling
- Voice

**COMPOSITION**

Elements	4 Excellent	3 Proficient	2 Marginal	1 Needs Improvement	Score
<b>Introduction</b>	Attitude is defined; thesis is clearly focused; subject is significant	Thesis is clear; provides direction for essay	Introduction is unclear; formulaic; not creative	Introduction is incomplete, ineffective, or missing	
<b>Idea Development</b>	Interesting; sophisticated; insightful	Clear and thoughtful	Simplistic; uneven in quality; lacking in relevance	Absent or ineffective	
<b>Support or Evidence</b>	Detailed; accurate; convincing	Sufficient and accurate	Uneven	Vague, missing, or inaccurate	
<b>Word Choice</b>	Engaging and powerful choice of words	Appropriate to task	Uneven	Limited, monotonous, inappropriate	
<b>Conclusion</b>	Extends; connects; comments on topics	Purposeful and perceptive	Summarizes previously stated information	Absent, incomplete, or unfocused	

**ORGANIZATION**

Elements	4 Excellent	3 Proficient	2 Marginal	1 Needs Improvement	Score
<b>Topic Sentences</b>	Clearly related to thesis; comprehensive	Comprehensive, logical and related to the thesis	Provides bland restatement of thesis; narrow or inaccurate	Absent	

<b>Paragraph Order</b>	Contributes to an effective argument; reinforces the content	Demonstrates a clear plan	Ineffective or inconsistent	Random	
<b>Transitions</b>	Effective and varied	Clear and functional	Mechanical	Absent	

**MECHANICS**

<b>Elements</b>	<b>4 Excellent</b>	<b>3 Proficient</b>	<b>2 Marginal</b>	<b>1 Needs Improvement</b>	<b>Score</b>
<b>Sentence Structure</b>	Complete; varied; interesting	Complete and correct	Variety is present; some errors are evident; some repetition	Repetitious; fragments and run-ons are frequent	
<b>Punctuation/ Spelling</b>	Error-free	Minor, infrequent errors are present but do not interfere with meaning	Errors are frequent, significant and/or careless or distracting	Errors block meaning	
<b>Voice</b>	Distinctive; appropriate to task and audience	Clear and authentic	Mechanical; formulaic	Unclear	
<b>Citations (if used)</b>	Completely consistent with APA or MLA style	Generally consistent with APA or MLA style	Inconsistent use of APA or MLA style	Citation missing, inaccurate or incomplete	

Adapted from: [Pearson Education, Inc.](#) publishing as Pearson Prentice Hall

**Based on the above criteria the student's grade for this assignment is:** \_\_\_\_\_  
 (total the points for each element scored and average for a final grade)

Comments to the Student: