

## GOVT 350 Final Essay Grading Sheet

Student: \_\_\_\_\_ Section: 9:00 10:00 Score: \_\_\_\_ / 105

**1. Thesis, focus, and responsiveness to the question.** The essay contains on the first page a clearly identifiable, specific, crisply-stated thesis. Overall, the thesis and ensuing paragraphs in the essay clearly address the question without flying off onto unrelated tangents. (15 pts)

### Thesis

- 6 -- clearly identifiable, specific, crisply-stated thesis on the first page
- 5 -- clearly identifiable thesis on the first page, but slightly wordy or slightly imprecise
- 4 -- clearly identifiable thesis on the first page, but slightly wordy *and* slightly imprecise
- 3 -- clearly identifiable thesis on the first page, but very generally stated
- 2 -- clearly identifiable thesis on the first page, but awkwardly stated or very wordy
- 1 -- thesis is difficult to locate on the first page or it is quite difficult to comprehend the argument in the thesis

### Focus and responsiveness to the question

- 9 – focused and addresses the question from start to finish
- 7 – generally focused and addresses the question, but veers off track or jumps around at times
- 5 – appears to veer off track or jump around in several parts or omits key component(s) implied in the question or thesis statement
- 3 – appears to veer off track or jump around in several parts and omits key component(s) implied in the question or thesis statement
- 1 – extremely difficult to tell how the essay addresses the question or relates to the thesis statement

**2. Theoretical concepts.** The essay is firmly grounded in key concepts we have explored in class, and integrates the theoretical readings in an analytically sharp, accurate, and explicit way. (35 pts)

### Use of concepts and readings

- 30 – contains explicit and accurate use of relevant course concepts and theoretical readings
- 28 – draws explicitly on relevant course concepts and theoretical readings, but reveals a minor error/omission/ambiguity in explanation
- 27 – draws explicitly on relevant course concepts and theoretical readings, but reveals more than 1 minor error/omission/ambiguity in explanation
- 26 – contains 1 major error/omission/ambiguity in explanation on a relevant concept or theoretical reading
- 24 – contains 1 major error/omission/ambiguity in explanation on a relevant concept or theoretical reading *and* minor error/omission/ambiguity in explanation on other relevant concept(s) or theoretical reading(s)
- 23 – contains 2 major errors/omissions/ambiguities in explanation on relevant concepts or theoretical readings
- 22 – contains 2 major errors/omissions/ambiguities in explanation on relevant concepts or theoretical readings *and* minor error/omission/ambiguity in explanation on other relevant concept(s) or theoretical reading(s)
- 20 – contains 3 or more major errors/omissions/ambiguities in explanation on relevant concepts or theoretical readings
- 18 – contains no apparent explicit use of relevant concepts or does not appear to integrate course readings

### Citations

- 5 – appear correct throughout the essay
- 4 – rare mistakes in citations are present in the essay
- 2 – several mistakes in citation are present, but an attempt to cite sources does exist
- 0 – no sources cited in the essay

**3. Concrete examples.** The essay makes frequent use of concrete examples, which help to reveal and clarify the meaning of the theoretical concepts. (30 pts)

- 30 – integrates relevant concrete examples and does an excellent job of applying them clearly and completely
- 28 – integrates relevant concrete examples, but contains a minor application that is incorrect or unclear
- 27 – integrates relevant concrete examples, but contains more than 1 minor application that is incorrect or unclear
- 26 – integrates relevant concrete examples, but contains 1 major error/omission/ambiguity in application
- 24 – integrates relevant concrete examples, but contains 1 major error/omission/ambiguity in application *and* minor error/omission/ambiguity in application elsewhere in the essay
- 23 – integrates relevant concrete examples, but contains 2 major errors/omissions/ambiguities in application
- 22 – integrates relevant concrete examples, but contains 2 major errors/omissions/ambiguities in application, *and* minor error/omission/ambiguity in application elsewhere in the essay
- 20 – integrates relevant concrete examples, but contains 3 or more major errors/omissions/ambiguities in application
- 18 – contains no contains no apparent explicit use of relevant examples

**4. Clarity of the prose.** The essay's language is clear, direct, and concise. The voice of the author dictates the essay's tempo, rather than lengthy direct quotations or extensive summaries from the readings. It is clear that the essay has been read carefully to eliminate grammatical and spelling errors. (25 pts)

- 25 – uses clear, direct, and concise language; voice of the author dictates the paper's tempo; free of grammatical and spelling errors
- 23 – minor inconsistencies in 1 area
- 22 – minor inconsistencies in more than 1 area
- 21 – major inconsistencies in 1 area
- 19 – major inconsistencies in 1 area and minor inconsistencies elsewhere in the essay
- 17 – major inconsistencies in 2 areas
- 15 – major inconsistencies in 2 areas and minor inconsistencies elsewhere in the essay
- 13 – major inconsistencies in 3 areas

**Editing symbols**

awk = awkward or clunky language

pv = passive voice

√ = great use of language

[ ... ] = wordy; can tighten the prose

— ... — = agreement problem

