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GRADING STANDARDS GUIDE

ENGL 2311

90 ↑	<p>Format of document is done correctly. Document indicates that a carefully thought out, logical outline was followed. Subject matter follows approach assigned and is reflective of professional content. Thesis is original and complete, clearly defined, and fully supported with concrete, substantial, and consistently relevant detail. Organization facilitates reader comprehension of the subject. Transitions are evident and also facilitate reader comprehension. Paragraphs are well developed supporting a clearly stated topic sentence. Sentence structures are varied, grammatically correct, concise, and effectively communicate thought with carefully chosen words. Diction is appropriate to a professional and standard workplace style of writing.</p>
80-89	<p>Format of document is done correctly. A logically developed outline clearly followed with one minor inconsistency in the document. Subject matter follows approach assigned and is reflective of professional content. Thesis is developed with some originality and is complete, clearly defined, and fully supported with concrete, substantial, and consistently relevant detail. Overall, the organization tends to facilitate reader comprehension of the subject. Transitions are evident and also facilitate reader comprehension. Paragraphs are well developed with a clearly stated topic sentence in most paragraphs. Sentence structures are generally varied, grammatically correct with a few minor errors, concise, and still effectively communicate thought with carefully chosen words. Diction is appropriate to a professional / workplace style of writing.</p>
70-79	<p>Format of document has minor problems. An outline followed through but inconsistently in the document. Subject matter follows approach assigned but is inconsistent, and subject may be too general or lacking at times in professional content. Thesis is too broad or too narrow or incomplete, and thus, most supporting details are not focused or relevant and likely to be redundant. Organization has inconsistencies, making the overall essay difficult to follow and understand. Some supporting details may be disproportionate to their value to the subject. Paragraphs are generally unified but lacking clear topic sentences. Necessary transitional words and phrases are too frequently missing. Sentence structures could be more varied, may not be concise, and some lack clarity. Diction is generally appropriate but colloquialisms and slang may be present.</p>
60-69	<p>Format of document has several errors. An outline does not appear to have been followed in writing the document. Subject matter does not follow assigned approach and is not reflective of professional content. Thesis is incomplete. Supporting details cannot be effectively developed as a result. Organization is lacking. Paragraphs are not unified. Transitions are absent. Sentences are unvaried or poorly constructed, denying clear and effective communication. Diction is inappropriate to a professional / standard workplace style of writing, and the document is replete with colloquialisms and slang.</p>
59 ↓	<p>Format of document has several errors. No outline is used, or outline poorly constructed or not followed. Assigned approach has been disregarded. Essay is lacking professional content. Subject matter is unclear, or confusing and muddled. Sentences lack clarity owing to incompleteness or other grammatical problems and spelling errors. Diction is inappropriate.</p>

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GRAMMAR:

90↑	Clarity and effectiveness of expression promoted by consistent use of standard grammar, punctuation, and spelling. No more than four major errors.
80↑	Clarity and effectiveness of expression promoted by the generally consistent use of standard grammar, punctuation, and spelling. No more than eight major errors.
70↑	Clarity and effectiveness of expression weakened by deviations from standard grammar, punctuation, and spelling. Nine to twelve major errors.
60↑	Communication obscured by frequent deviations from standard grammar, punctuation, and spelling. Thirteen to sixteen major errors.
59↓	More than seventeen major errors.

These grammar errors are in addition to grading based on the criteria listed on the first page of this guide and may further affect one's grade.

MAJOR ERRORS:

- Fragment
- Comma splice / run-on

Errors in

- Subject-verb agreement
- Pronoun-antecedent agreement
- Unnecessary use of second person
- Unnecessary use of first person
- Unnecessary shift in tense
- Lack of parallelism
- Dangling modifier / misplaced modifier
- Non English grammar syntax (parts of speech in the wrong grammatical order)
- Five or more capitalization or punctuation errors (commas, apostrophes, semi-colons, and so on) not connected to another type of major error (such as both a misspelling and a missing apostrophe).
- Spelling

If an error of the same type is committed more than once, it is still counted as one major error unless it occurs more than three times. Then, it is counted as a second major error.

Each spelling error is counted as one major error. If the same word is misspelled more than once, it is counted as only one major error.



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