

# English 213: Modern and Postmodern Literature

## *Great Gatsby* Essay Grading Criteria

### A 70- to 80-Point Essay (3.5-4.0, A Range)

- ❖ Has a substantive thesis and essay fully addresses the topic; the thesis is defensible, clearly explained, and supported in the body of the essay
- ❖ Shows substantial depth, fullness and complexity of thought
- ❖ Expresses ideas clearly and commands the reader's attention
- ❖ Demonstrates clear, unified and coherent organization
- ❖ Is fully developed and detailed with arguments supported by persuasive reasoning and references to text; there is an appropriate balance between providing evidence and analyzing that evidence
- ❖ Has a sophisticated style (remarkable variety of sentence pattern, smooth transitions between ideas, superior control of diction)
- ❖ Properly cites source material
- ❖ Has few, if any, minor errors in grammar, usage or mechanics

### A 50- to 69-Point Essay (2.5-3.4, B Range)

- ❖ Has a clear thesis and essay addresses the topic but may not do so completely; the thesis may be clear and well-argued, but could use additional support or development
- ❖ Shows some depth and complexity of thought
- ❖ Expresses ideas clearly
- ❖ Demonstrates effective organization
- ❖ Is well developed with sensible reasoning and appropriate references to text; however, some evidence may detract from the thesis and some ideas might not be fully explored
- ❖ Demonstrates balance between evidence and analysis for the most part, but balance may be weak in places
- ❖ Has an effective style (some variety of sentence patterns, transitions between ideas, accurate diction)
- ❖ Properly cites source material, but may have errors in citation format
- ❖ Has few errors in grammar, usage or mechanics

### A 30- to 49-Point Essay (1.5-2.4, C Range)

- ❖ Has a thesis that may not be entirely clear and essay does not fully address the topic
- ❖ Shows insufficient awareness of the complexity of issues addressed; may treat the topic simplistically or repetitively
- ❖ Communicates ideas clearly for the most part, but may have some lapses in clarity
- ❖ Has a recognizable organizational pattern, but the relation among parts is not consistently clear enough to provide a coherent focus
- ❖ Is unevenly developed; writer may offer sufficient reasoning or references to text for some of the ideas but not for others
- ❖ Demonstrates some balance between evidence and analysis
- ❖ Has an adequate style (limited variation in sentence patterns, transitions between most ideas, diction accurate for the most part)

- ❖ Cites the majority of source material, but occasionally material may be clearly cited but not referenced in parentheses
- ❖ Has some errors in grammar, usage or mechanics, but demonstrates basic control of these areas

#### A14- to 29-Point Essay (.7-1.4, D Range)

- ❖ Has an unclear thesis; essay discusses the topic and meets basic length requirements, but does not address the topic in any meaningful fashion
- ❖ Lacks focus or demonstrates confused, stereotyped or simplistic thinking; writer may demonstrate no overall conception of the issues raised by the topic
- ❖ May not communicate ideas clearly
- ❖ Is ineffectively organized, with no clear relationship between the parts of the essay
- ❖ May not provide adequate or appropriate reasoning or references to support generalizations, or may provide details without generalizations
- ❖ Demonstrates little relationship between evidence and the thesis
- ❖ Has stylistic weaknesses (no variety of sentence patterns, few transitions, imprecise diction)
- ❖ Indicates use of source material, but does not have consistent parenthetical references
- ❖ Has occasional major errors in grammar, usage or mechanics or frequent minor errors that interfere in the reader's understanding of the essay

#### A0- to 13-Point Essay (0-.6, F Range)

- ❖ Has no thesis or has an incomprehensible thesis that does not engage the topic
- ❖ May be deliberately off-topic and demonstrate no understanding of the issues addressed by the topic
- ❖ Does not communicate ideas clearly
- ❖ Lacks coherent organization
- ❖ Shows no development of ideas; may simply summarize text
- ❖ Has an incoherent style (difficulties with sentence structure, pattern of diction errors)
- ❖ Presents another writer's work as the author's own
- ❖ Has pervasive pattern of errors in grammar, usage and mechanics that renders the essay unreadable