

Evaluation & Grading Criteria for Essays in Clyde's Classes

A list of criteria by number to be used in evaluating & commenting on essays.

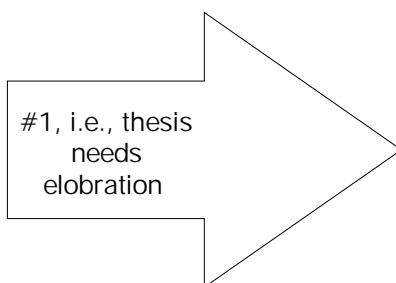
1. Does the essay have a pithy thesis? Does it take a position to defend or prove?
2. Does the essay have an apparent organizing strategy that outlines how the essay will proceed?
3. Does the essay support the thesis with well-chosen, detailed (402 - relevant) examples?
4. Does the essay critique or does it simply describe?
5. Does the essay employ smooth transitional links from one subject or paragraph to another?
6. Does the essay leave the reader with a strong final impression of the thesis and argument?
7. Does the essay fail to response to the issue(s) posed by the question or instructions?
8. Does the essay make a full or partial response.?
9. Do not ask questions—make declarations, explain & illustrate them, i.e., prove them.

Following is a list of associated evaluative symbols that indicate the level of success for the particular criterion.

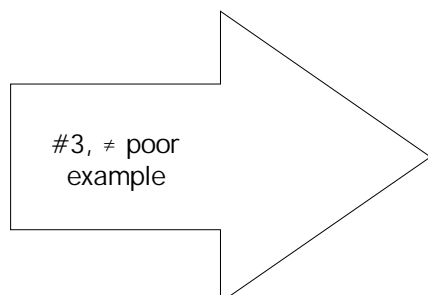
- √ Above Average
= Average
≠ Below average
+ Increases the accompanying evaluation
— Decreases the accompanying evaluation
i.e., Needs elaboration
e.g., Needs an example or illustration

When an identifying number and its accompanying evaluative symbol(s) is/are placed in the margin of the paper, they indicate the level of success for that criterion., for example:

Title of Essay



The technique used by the author is a very useful one. (In what specific way is it useful, what can the reader expect?)



Other authors have found the technique very useful. (Describe the specific ways in which they have found the technique useful.)