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| **Humanities Core: Environment | Encounter | Entanglement**  **Grading Rubric for Essay 1: Close Reading of *Sir Gawain and the Green Knight*** | | | | | |
|  | **Argumentation** | **Organization** | **Methodology** | **Evidence** | **Language and Voice** |
| **A** | Essay is controlled by a specific, arguable, and complex thesis that reflects a sophisticated, nuanced, and/or original interpretation of the topic; argumentation is unified and coherent throughout essay | Sequencing of ideas is not only logical but adds to the rhetorical impact of the essay; paragraph structure is dynamically linked to topic sentences and the main thesis of the essay | Precise summary illuminates the narrative content and literary features of the selected stanza(s); in-depth interpretive close reading of stanza(s) reveals the interrelationships between form and meaning | Evidence is insightfully selected from the primary source and artfully integrated and explained using summary, paraphrase, and quotation; responsible source attribution and MLA citation practice is followed in the body text and in the Works Cited page | Effectively crafted language demonstrates engagement with the writer’s rhetorical situation; precision of argument and ideas enhanced by writer’s attention to and conscious application of stylistic choices |
| **B** | Essay is controlled by a specific, arguable, and complex thesis that reflects a proficient interpretation of the topic; argumentation is largely unified and coherent throughout essay | Sequencing of ideas is logical and effective, leading to essay-level cohesion; each paragraph is unified and organized around a topic sentence linked to the main thesis | Adept summary attends to the narrative content and literary features of the selected stanza(s); interpretive close reading of stanza(s) reveals formal and thematic strategies of the poem | Evidence is well-selected from the primary source, properly integrated using summary, paraphrase, and quotation, and explained when necessary; responsible source attribution and MLA citation practice is followed in the body text and in the Works Cited page | Writer’s ideas are expressed clearly and effectively; language and mechanics reflect thorough revision and awareness of voice |
| **C** | Essay may be controlled by a factual statement, but the articulation of the central idea is inarguable and/or lacks specificity and/or complexity; argumentation may lack unity or coherence in parts of the essay | Some lapses or digressions from the logical sequencing of ideas; topic sentences govern the construction of most paragraphs, but some are vague or less unified | Summary is present but may not reveal all relevant narrative content or literary features of the selected stanza(s); essay attempts to adopt the techniques of close reading but may miss significant aspects of how form relates to meaning | Evidence is mostly well-selected from the primary source, but may be ineffectively integrated in summary, paraphrase or quotation and/or lack explanation; responsible source attribution and MLA citation practice is largely consistent, but may contain some errors in the body text or Works Cited page | Language may be imprecise and/or mechanics may be inapt but these lapses rarely impede the clarity of ideas; essay reflects the writer’s developing voice and the benefits of the revision process |
| **D** | Essay may exhibit a general idea, but its articulation is non-factual, inarguable, vague, and/or undefined; essay as a whole lacks unity or coherence in argumentation | Logical sequencing of ideas hampered by major lapses or digressions; topic sentences absent or ineffective in paragraph construction | Essay fails either to correctly summarize the narrative contents of the passage or to adopt methods appropriate to the task of close reading | Evidence is poorly selected for the purpose of the argument; essay merely lists evidence, contains unnecessary repetitions, or leaves evidence unexplained; significant errors present in source attribution and MLA citation practice | Frequent errors in language and mechanics impede the communication of ideas and demonstrate incomplete revision; writer’s own voice is underdeveloped |
| **F** | Essay exhibits no discernable central idea; little or no logical advancement of argument | Essay exhibits no logical sequencing or academic paragraph structure | Essay fails to summarize the narrative contents of the passage and to adopt methods appropriate to the task of close reading | Essay does not provide evidence from primary source in support of argument; source attributions and/or citations absent; essay may present fabricated quotations or misrepresent the content of sources | Persistent errors in language and mechanics demonstrate a lack of revision and obscure the writer’s own ideas and voice; essay may present artificially-produced text as if it were the writer’s own language |