Grading Rubric

This rubric is only a guideline but it is intended to help provide some ideas of what is expected in your assignments. If your grasp of the content significantly exceeds the clarity of your writing, I will work with you to find additional writing support.

A
CONTENT
- The writer presents an original thesis and thoughtful perspective on the literature.
- Analyses are supported with accurate information
- The response is complete and compelling.
- Controversial claims are acknowledged as such and thoughtfully discussed

CLARITY
- The paper is tightly structured and the writing is fluid and persuasive
- Specific theses and conclusions are clearly stated
- The writer avoids jargon, using specialized vocabulary accurately and only when necessary for clarity.

B
CONTENT
- The writer contributes some new ideas and/or presents a clear synthesis of existing ideas in the literature
- Summaries or analyses are supported with accurate information.
- The response is complete; no important information is omitted.
- Some claims may be overstated or some controversies overlooked.

CLARITY
- The information is well organized, the sentences are grammatical, and the writing makes sense.
- The main ideas stand out.
- The writer may use terms that are either too general or unnecessarily technical but demonstrates a clear understanding of the concepts.

C
CONTENT
- The writer summarizes ideas in the literature.
- Supporting information is provided. There may be some factual errors.
- The response is adequate although important details may be overlooked.
- The writer tends to oversimplify.

CLARITY
- The writing is intelligible but the argument may be poorly organized.
- The main ideas can be inferred.
- The writing may fail to demonstrate a clear understanding of at least some key concepts.

D
CONTENT
- The writer summaries ideas in the literature.
- The writer either fails to provide supporting information or fails to distinguish relevant and irrelevant information. There may be factual errors.
- Important information is omitted.
- The content is misleading.

CLARITY
- The paper is hard to read.
- The main ideas are obscure.
- The writing fails to demonstrate a clear understanding of key concepts.

9.85 Infant and Early Childhood Cognition

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