

## Humanities 12 – Formal Essay Grading Standards

### “A” range papers – Outstanding

An “A” essay, in addition to fulfilling the requirements of the assignment, has a provocative, complex, or nuanced thesis and displays particularly thoughtful and creative insights and analysis with strong examples and specific evidence. The structure serves to strengthen the argument and is infused with energy and conviction. Descriptions of people, places, and events within this essay are original, vivid, and specific; the rhythm, tone, and voice of the essay are distinctive and entertaining. This essay displays few or no mechanical flaws in grammar or punctuation; it demonstrates complex and precise word choice and demonstrates a broad command of various sentence structures.

### “B” range papers – Exceeds Standard

A “B” essay effectively fulfills the requirements of the assignment. It has a clear, recognizable, and developed thesis and provides supporting analysis and argument with a logical connection between examples and evidence and the essay’s central points. The structure is clear and easy to follow. If called for, the essay acknowledges multiple perspectives and contains ample description of people, places, and events with one or two outstanding images. The tone and voice support the overall work. This essay has few or no major mechanical flaws, contains effective word choices, and uses a variety of sentence structures.

### “C” range papers – Meets Standard

A “C” essay fulfills the basic requirements of the assignment. It has a recognizable thesis with supporting points but might require further development, deeper analysis, or stronger evidence. The structure is straightforward and logical. The descriptions of people, places, and events allow the reader to participate in the action in a general way; the tone and voice of the work does not distract the reader. This essay uses complete sentences that at times might be cluttered or repetitive; while there are errors in grammar and mechanics, readers do not struggle to understand the meaning of the piece. ESSAYS WITH FEW OR NO GRAMMAR FLAWS CAN STILL RECEIVE A “C.”

### “D” range papers – Approaches Standard

Essays just below the bar for a passing grade might fulfill aspects of the assignment but lose focus and drift off topic. Usually the thesis is not clear or is too simplistic to sustain serious analysis. The essay lacks a coherent structure or does not use supporting examples. This essay lacks telling details or contains irrelevant details that do not support the main point. The tone of the essay might distract the reader. In addition, this essay contains at least one of the following: imprecise words choice, consistently repetitive sentence structure, occasional major errors in grammar and usage, or frequent minor errors that makes comprehension difficult.

### “Below D” range papers – Needs Work

A paper below a “D,” clearly does not fulfill the assignment. It lacks a coherent thesis, rambles, and is replete with unconnected points and unsupported assertions. The structure is haphazard with no transitions or guides to help the reader. In addition, descriptions of people, places, and events are vague and inconsistent. The tone of the essay is erratic. The prose in this essay contains at least one of the following: inaccurate word choice that makes sentences hard to understand, monotonous or fragmented sentences, and many repeated errors in grammar and usage.