

Book Analysis/Case Study Grading Rubric

A (90-100) Excellent writing:

Writer exhibits superior interpretative and analytic ability, and expresses him/herself clearly. (Note that “interpret” means to make connections between materials; “analysis” means to connect the analysis to the “bigger picture”.) Writer states an original thesis early in the paper; body paragraphs back up thesis with depth and sophistication. Essay is well-developed (leaves the reader feeling satisfied), organized (also known as “unified”; body paragraphs start with topic sentences that clearly support thesis, or main idea). Writer shows a superior grasp of and ability to apply evidence to support their analysis. Writer uses well-chosen and carefully integrated evidence from course materials to support main idea. Sources are properly referenced and cited in APA format. Writer displays excellent style, sentence structure, grammar, and proofreading skills. Note: Originality of thought and the depth of analysis is usually what separates excellent from good writing.

B (80-89) Very good writing:

Writer exhibits strong interpretative and analytic ability, and expresses him/herself clearly. Thesis is solid and clearly stated, body paragraphs back up thesis, essay is well-developed, organized, and writer shows a strong grasp of and ability to apply course terms, facts, concepts, theories, etc. effectively. Writer uses well-chosen and carefully integrated evidence from course materials to support main idea. Sources are properly referenced and cited. Writer displays strong style, sentence structure, grammar, and proofreading skills.

C (70-79) Average writing:

Writer exhibits average to good interpretative and analytic ability. Ideas are stated well enough to be understood, but expression is not as clear as in “A” or “B” work. Writing displays slight weaknesses in any or all of the following: thesis, analysis, development, organization, depth of thought, use of course facts/concepts/theories, etc., inclusion of evidence from course materials to support points, style, sentence structure, grammar, proofreading, or there may be slight inaccuracies in the proper in-text citations or referencing of materials¹. Any one of these flaws, if serious enough, can result in a “C”; two of these flaws will guarantee it.

D (60-69) Below average writing:

The writer has not read the book carefully enough to present an in-depth analysis and/or there are significant limitations in the integration of evidence to support one’s analysis. Interpretive, analytic, sentence structure, and grammar skills are not being employed effectively, resulting in writing that is not strong enough to be understood clearly. The paper lacks clear focus and overall organization.

F/Fail (59-0):

There are significant limitations in the expectations outlined as a part of excellent and very good writing.

Adapted from a holistic grading rubric by Angela Havel (2007). Available at <http://at.ccconline.org/>

¹ Note: **Plagiarism** refers to the actions where another person’s work or ideas are presented as your own. Any student failing to properly credit ideas or materials taken from another has plagiarized and these instances will be handled according to the university *Honor Code*.