# GRADING CRITERIA FOR ENGLISH M.A. EXAMINATIONS

**STUDENT NAME:** ____________________

<table>
<thead>
<tr>
<th>Grading Criteria</th>
<th>OUTSTANDING &amp; ABOVE AVERAGE</th>
<th>AVERAGE</th>
<th>BELOW AVERAGE</th>
<th>FAIL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>These exams are characterized by superior quality of thought, scholarship and writing skills.</td>
<td>These exams are characterized by a competent quality of thought, scholarship and writing skills.</td>
<td>These exams are characterized by a adequate quality of thought, scholarship and writing skills.</td>
<td>These exams do not demonstrate an adequate quality of thought, scholarship and writing skills.</td>
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<td>These exams demonstrate:</td>
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<td>These exams demonstrate:</td>
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**Responses to Question**
- • consistent and full responses to the exam questions
- • consistent responses to the exam questions
- • somewhat consistent responses to the exam questions
- • no consistent responses to the exam questions

**Knowledge of literature and literary terms**
- • in-depth scholarly engagement with the material under discussion
- • thorough scholarly engagement with the material under discussion
- • some scholarly knowledge of material under discussion
- • inadequate scholarly knowledge of material under discussion
- • no factual errors
- • few factual errors
- • some factual errors
- • several factual errors
- • strong grasp of common literary terms (e.g., epic, Romanticism, queer theory)
- • competent grasp of literary terms (e.g., epic, Romanticism, queer theory)
- • adequate grasp of literary terms (e.g., epic, Romanticism, queer theory)
- • inadequate grasp of literary terms (e.g., epic, Romanticism, queer theory)

**Argument**
- • clear thesis
- • competent thesis
- • vague thesis
- • no thesis
- • clearly organized reasoning
- • organized reasoning
- • somewhat organized reasoning
- • disorganized reasoning
- • evidence provided for all interpretive assertions
- • evidence provided for most interpretive assertions
- • evidence provided for some interpretive assertions
- • evidence not provided for interpretive assertions

**Use of Theory**
- • sophisticated use of theoretical knowledge to elucidate meanings in literary interpretation
- • competent use of theoretical knowledge to elucidate meanings in literary interpretation
- • adequate use of theoretical knowledge to elucidate meanings in literary interpretation
- • poor or no use of theoretical knowledge to elucidate meanings in literary interpretation

**Sentence-level Writing Skills**
- 8 sentences are clearly and precisely written
- 8 most sentences are clearly and precisely written
- 8 some sentences are clearly and precisely written
- 8 few sentences are clearly and precisely written