

GRADING CRITERIA FOR ENGLISH M.A. EXAMINATIONS

STUDENT NAME: _____

<u>Grading Criteria</u>	<u>OUTSTANDING & ABOVE AVERAGE</u>	<u>AVERAGE</u>	<u>BELOW AVERAGE</u>	<u>FAIL</u>
	<p style="text-align: center;">These exams are characterized by superior quality of thought, scholarship and writing skills.</p> <p style="text-align: center;"><i>These exams demonstrate:</i></p>	<p style="text-align: center;">These exams are characterized by a competent quality of thought, scholarship and writing skills.</p> <p style="text-align: center;"><i>These exams demonstrate:</i></p>	<p style="text-align: center;">These exams are characterized by a adequate quality of thought, scholarship and writing skills.</p> <p style="text-align: center;"><i>These exams demonstrate:</i></p>	<p style="text-align: center;">These exams do not demonstrate an adequate quality of thought, scholarship and writing skills.</p> <p style="text-align: center;"><i>These exams demonstrate:</i></p>
<i>Responses to Question</i>	<ul style="list-style-type: none"> • consistent and full responses to the exam questions 	<ul style="list-style-type: none"> • consistent responses to the exam questions 	<ul style="list-style-type: none"> • somewhat consistent responses to the exam questions 	<ul style="list-style-type: none"> • no consistent responses to the exam questions
<i>Knowledge of literature and literary terms</i>	<ul style="list-style-type: none"> • in-depth scholarly engagement with the material under discussion • no factual errors • strong grasp of common literary terms (e.g., epic, Romanticism, queer theory) 	<ul style="list-style-type: none"> • thorough scholarly engagement with the material under discussion • few factual errors • competent grasp of literary terms (e.g., epic, Romanticism, queer theory) 	<ul style="list-style-type: none"> • some scholarly knowledge of material under discussion • some factual errors • adequate grasp of literary terms (e.g., epic, Romanticism, queer theory) 	<ul style="list-style-type: none"> • inadequate scholarly knowledge of material under discussion • several factual errors • inadequate grasp of literary terms (e.g., epic, Romanticism, queer theory)
<i>Argument</i>	<ul style="list-style-type: none"> • clear thesis • clearly organized reasoning • evidence provided for all interpretive assertions 	<ul style="list-style-type: none"> • competent thesis • organized reasoning • evidence provided for most interpretive assertions 	<ul style="list-style-type: none"> • vague thesis • somewhat organized reasoning • evidence provided for some interpretive assertions 	<ul style="list-style-type: none"> • no thesis • disorganized reasoning • evidence not provided for interpretive assertions
<i>Use of Theory</i>	<ul style="list-style-type: none"> • sophisticated use of theoretical knowledge to elucidate meanings in literary interpretation 	<ul style="list-style-type: none"> • competent use of theoretical knowledge to elucidate meanings in literary interpretation 	<ul style="list-style-type: none"> • adequate use of theoretical knowledge to elucidate meanings in literary interpretation 	<ul style="list-style-type: none"> • poor or no use of theoretical knowledge to elucidate meanings in literary interpretation
<i>Sentence-level Writing Skills</i>	<p>^a sentences are clearly and precisely written</p>	<p>^a most sentences are clearly and precisely write</p>	<p>^a some sentences are clearly and precisely written</p>	<p>^a few sentences are clearly and precisely written</p>