

## Communication Autobiography: GRADING GUIDE<sup>5</sup>

**Writer** \_\_\_\_\_

**Title** \_\_\_\_\_

**Commendation:** \_\_\_\_\_

**INTRODUCTION:**

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> compelling introduction which introduces the writer and leads to a clearly stated main idea, concise & parallel in structure | <input type="checkbox"/> an interesting intro which presents the writer and leads to a well-written statement of central purpose. | <input type="checkbox"/> introduction is weak or missing; the main idea is not clear or expressed in a well-constructed sentence. |
|---|---|---|

**DEVELOPMENT:**

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> told in logical sequence with excellent transitions; paragraphs are fully developed. Extremely effective organization. | <input type="checkbox"/> Good organization plan. Easy to follow. Paragraphs are well-developed. Transitions are adequate. | <input type="checkbox"/> poorly organized; difficult to follow; points are not fully developed or related back to the main idea; missing transitions. |
| <input type="checkbox"/> the writer's strengths and weaknesses as a writer/speaker are fully explained and analyzed.                            | <input type="checkbox"/> the writer's strengths and weaknesses are identified and described with some analysis.           | <input type="checkbox"/> the writer's strengths and weaknesses are not clearly identified; analysis is weak or missing.                               |
| <input type="checkbox"/> conclusion interprets the evidence and drives home the truth of the thesis.  | <input type="checkbox"/> conclusion restates the main points and reaffirms the truth of the thesis.                       | <input type="checkbox"/> conclusion is weak or missing; paper just stops after final point.   |
| <input type="checkbox"/> details are interesting, specific, and vivid.  | <input type="checkbox"/> details are adequate to make the ideas clear.  | <input type="checkbox"/> details are inadequate or inappropriate.   |

**STYLE:**

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> word choices are original, apt, delightful.              | <input type="checkbox"/> word choices are mostly accurate; a few clichés.           | <input type="checkbox"/> several unclear or incorrect word choices; many clichés. |
| <input type="checkbox"/> sentences are very smooth, economical, varied, emphatic. | <input type="checkbox"/> sentences reasonably smooth, economical, varied, emphatic. | <input type="checkbox"/> sentences awkward or wordy, some fragments or run-ons.   |

**CONVENTIONS:**

- |  |   |   |
|--|---|---|
| <input type="checkbox"/> totally correct grammar.    | <input type="checkbox"/> a few grammatical errors, but not too distracting. | <input type="checkbox"/> distracting errors—serious or frequent.            |
| <input type="checkbox"/> totally correct spelling    | <input type="checkbox"/> a few spelling errors, but not too distracting     | <input type="checkbox"/> distracting spelling errors—serious or frequent.   |
| <input type="checkbox"/> totally correct punctuation | <input type="checkbox"/> a few punctuation errors, but not too distracting  | <input type="checkbox"/> distracting punctuation errors—serious or frequent |

**GRADE** \_\_\_\_\_ Grade is based on the general quality of the writing, determined in part by a comparison of this paper with the other papers for this assignment.