

## Chaucer Essay Evaluation Rubric

The point system used for these essays sums to 100:

- 2x/20 F: Demonstrates *familiarity* with assigned works.
- 2x/20 I: Provides detailed literary and accurate *insight* and analysis.
- x/10 A: Fulfills specifics of paper *assignment*.
- x/10 R: *Relates* assigned works by history, influence, theme, technique.
- x/10 T: Connects assigned works to *timeless* concerns.
- x/10 G: Has correct *grammar*, spelling, punctuation, format.
- x/10 V: Shows command of *vocabulary*, diction, expression.
- x/10 C: *Clear* and *coherent* in thought and language.

Interpretation of points follows traditional 4.0 formula of **(percentage-55)/10** :

- 8 B, incomplete mastery of subject, notable opportunities to improve
- 9 weak A, substantial subject mastery, strong but not first among peers
- 10 solid A, complete subject mastery, 90th percentile among peers
- 7 C, no mastery of subject, many distinct opportunities to improve
- 6 D, poor work with some evidence of personal engagement
- 5- F, failure to perform assignment
- 11+ excellence clearly beyond grade level (A+ work)

“A” is anything beyond 95%, while “B” or “C” is anything around 85% or 75%.  
The lowest “A-” is 90%, the lowest “B-” is 80%, and the lowest “C-” is 70%.

This grading is *not* to be calibrated to a classroom curve. Because of our small student body, evaluation should be relative to peers at comparable college preparatory schools, not just within the student’s own class. In classes with students of excellent natural ability, or where there is flexibility to continue teaching until students gain mastery, there may be a preponderance of “A” and “B” grades.

When considering a student’s grasp of a subject, allowance should also be made for the difficulty of the material. A grade of “A” denotes mastery of a standard college preparatory subject, but may also be given when the student attains a vigorous and detailed engagement with more advanced studies in which mastery is not practical. A grade of “B” denotes reasonable but imperfect mastery of standard college preparatory subjects, or intelligent but passive engagement with more difficult studies. A “C” letter grade may be given to students who participate, but with only partial understanding or success.

Common paper markings used by Mr. Rose:

- awk awkward word choice or expression
- DD ding-dong: awkwardly repeated word produces a clanging sensation
- order word order: Strunk and White, III.18, “emphatic words at end”
- red redundant: Strunk and White, III.13, “omit needless words”
- run run-on: too many thoughts in one sentence; break up and reorganize
- weak word or phrase is unspecific, euphemistic, diffuse, or hackneyed
- WW wrong word: meaning is mismatched to metaphor or intended idea
- x (in circle) crossed out misplaced element, such as comma
- “...” quoted words are suggested alternatives

Details of this assignment which pertain to evaluation:

Example Options: Gentilesse in M.E. poetry. (What it is, who has it, who doesn't, why it's important.) Dame Fortune's role in M.E. popular thought. (Who she is, what she does, how people relate to her, how far her power goes.) Survey of M.E. story types. (What each is, how it works, a typical example, how the reader experiences it, what its function it has, compare/contrast the types. Examine at least three.)

You must use specific examples, with quotations, from at least three different major Middle English poems. (Three minor poems may substitute for one major poem.) You may use any Middle English author. Comparisons with Beowulf (which is Old English) or Malory (which is more like early Modern English) will earn extra credit, but will not count toward the three required poems. In the same way, you are encouraged to quote from Boethius.

The paper should be four to five pages in length. It must be written well, with correct grammar, carefully-chosen diction, and clear style.

Overall class goals and requirements (from the main class page):

- Share your teachers' appreciation for some classic British authors.
- Become introduced to the writing of most major British authors.
- Grasp historical patterns in the development of literature.
- Evaluate the connection of each author to eternal concerns.

Engage personally with the authors.

Be able to write clearly and coherently in reaction to your reading.

Keep a regular, informal, on-line journal about your reading.

Write several formal essays (about six 3-page papers).