The "C" paper:

1. The "C" paper has an adequate sense of the rhetorical situation. Its purpose is clear, and focuses on a central idea. The topic may be unoriginal, but the assignment has been followed, if not fulfilled.

2. The content is adequately developed. The major points are supported, and paragraphs are appropriately divided, with enough specific details to make the ideas clear. The reasoning is valid.

3. The organization is clear and easy to follow. The introduction and conclusion are adequate; transitions are mechanical but appropriate. Paragraphs may not be in their best order.

4. The expression is generally correct, although it shows little competence with sentence variety (in length and structure) and emphasis. The paper is generally free of major sentence and grammar errors and indicates mastery of most conventions of edited American English.

The "D" paper:

1. The "D" paper has a limited sense of the rhetorical situation. Its purpose may not be clear, its topic may not be interesting to or appropriate for its audience, and it may make few accommodations to its audience.

2. The content is inadequately developed. The evidence is insufficient, and supporting details or examples are absent or irrelevant. The reasoning may be flawed.

3. Organization is deficient. Introductions or conclusions are not clearly marked or functional. Paragraphs are not coherently developed or linked to each other. The arrangement of material within paragraphs may be confusing.

4. Expression demonstrates an awareness of a very limited range of stylistic options. It is marred by numerous errors in grammar, spelling, and punctuation. The syntax or diction is flawed in places so that comprehension is difficult.

The "F" paper:

1. There is no sense of the rhetorical situation. There is no clear purpose for the paper or no central point. It is not accommodated to any audience.

2. The content is insufficiently developed and does not go beyond the obvious. The reasoning is deeply flawed.

3. The organization is very difficult to follow. Sentences may not be appropriately grouped into paragraphs, or paragraphs may not be arranged logically. Transitions are not present or are inappropriate.

4. The number and seriousness of errors—in grammar, spelling, punctuation, diction or syntax—obstruct comprehension.