

Scoring Rubric for Comprehensive Exam

Each question response will be scored on five scales: Concept, Thesis, Support, Organization, Language. Maximum possible score for each response is 20 points (4 points on each of the five scales). Minimum passing score for each response is 14 points with no scale subscore lower than 2.

	CONCEPT	THESIS	SUPPORT	ORGANIZATION	LANGUAGE
4	responds incisively to the prompt; analysis relevant, sophisticated, and original	controlling thesis is specific, arguable, and complex; gives response a sense of inevitability	provides substantial, well-chosen evidence (research or textual citations) used strategically; apt definitions	apt, seemingly inevitable sequence of paragraphs; appropriate, clear and adequate transitions between sentences and paragraphs	apt and precise diction, syntactic variety, clear command of Standard English
3	responds well to the prompt; analysis goes beyond the obvious	central thesis determines response's structure	provides sufficient and appropriate evidence and makes effort to contextualize it	distinct units of thought in paragraphs, coherently arranged; some transitions between sentences and paragraphs	some mechanical difficulties; occasional problematic word choices or awkward syntax errors; occasional grammar errors; some wordiness
2	responds adequately to the prompt; may have some factual, interpretive, or conceptual errors or irrelevancies	overly general thesis; gives no indication of organization to follow	provides some evidence but not always relevant, sufficient, or integrated into the response	uneven: paragraphs sometimes effective, but some brief, weakly unified, or undeveloped; some awkward or missing transitions	occasional major grammar errors (e.g., agreement, tense); frequent minor grammar errors (e.g., prepositions, articles); occasional imprecise diction; awkward syntax; wordiness
1	confuses some significant concepts, including some of those in the prompt	vague or irrelevant thesis	evidence usually only narrative or anecdotal, awkwardly or incorrectly incorporated	repetitive, wanders	frequent major and minor grammar problems; frequent imprecise diction; wordiness; awkward syntax; repetitive sentence patterns; problems impede meaning
0	misunderstands prompt and/or concepts	no discernable thesis	evidence simply listed or not cited at all	arbitrary or no paragraph structure, illogical or no transitions	numerous grammatical errors and stylistic problems; overwhelmingly non- Standard; errors in every sentence

Adapted from the *University of California Composition Scoring Rubric*, U.C. Irvine, 1997.