LSPR Institute of Communication & Business
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DOCTORAL PROGRAMME

GRADING SHEET OF PAPER

	EXCELLENT: A (90 – 100)	VERY GOOD: A – (85 – 89.99)	GOOD: B + (80 – 84.99)	FAIL: E (<79.9)
Overall Impression	Author directly addresses main question or issue, and adds new insight to the subject not provided in lectures, readings, or class discussions. The author has retained nearly all of the knowledge presented in class. He/She is able to synthesize this knowledge in new ways and relate to material not covered in the course.	Author competently addresses main question or issue, and adds new insight to the subject. It is clear that the author has learned a great deal in class and is able to communicate this knowledge to others. He/she is able to expand on materials presented in class in new ways.	Author competently addresses main question or issue, but does not add much new insight into the subject. That said, it is clear that the author has learned most of the material in class and is fairly able to communicate this knowledge to others.	Essay does NOT address main question or issue, and it is obvious that author has not retained any information from the course.
Argument	Essay contains a very clear argument—i.e., the writer clearly structures the text and lets the reader know exactly what the author is trying to communicate from the beginning. The paper is structured with introduction, discussion and conclusion and appropriate sub- headings.	Essay contains a clear argument—i.e., lets the reader know exactly what the author is trying to communicate. Argument is well structured with logical use of sub-headings.	Essay contains a reasonably clear argument—i.e., attempts to let the reader know what the author is trying to communicate but language ability may compromise the clarity of argument.	No attempt is made to articulate an argument.

Evidence	Provides compelling and accurate evidence that convinces reader to accept main argument. The importance/relevance of all pieces of evidence is clearly stated. There are no gaps in reasoning—i.e., the reader does not need to assume anything or do additional research to accept main argument.	Provides good evidence to convince the reader to accept the argument. The importance of evidence is clear and there are few gaps in the reasoning.	Provides necessary evidence to convince reader of most aspects of the main argument but not all. The importance/ relevance of some evidence presented may not be totally clear, but sufficient for the sake of supporting the arguments. Reader must make a few mental leaps or do some additional research to fully accept all aspects of main argument.	No evidence is presented.

Source : adapted from Eberly Center for Teaching Excellence, Carnegie Mellon University, 2015.