**Gender Atypical Act Grading Rubric**

The *ideal* gender atypical essay has

* a **narrative line** that is draws us into your experience.
* an engaging, engaged **thesis** that is clear and insightful (i.e., it is original, or it expands in a new way on ideas presented in the course), as well as clear and carefully chosen evidence in support of the thesis.
* an underlying **push** to illuminate the deeper significance of the issues (aka:  **"so what?"**).
* a compelling **organization** of narration and analysis.
* fantastic **mechanics.**

**Narrative Line**

* 5 = a true draw. I want to know more!
* 3 = okay, I can see that you are trying to draw me in.
* 1 = not so compelling. I resist the way you are presenting this information.

**Engaging, engaged thesis:**

* 5 = fully engaged (discussing relevant points, presenting them accurately)
* 3 = pretty engaged (mentioning some relevant points, but leaving some out, or presenting them somewhat inaccurately)
* 1 = not so engaged (only superficial treatment of points from the reading)

**Push (So what?)**

* 5 = fully developed (finds the larger significance of the issue and presents it clearly)
* 3 = somewhat developed (brings out some ideas that point toward larger significance)
* 1 = not so developed (no real discussion of larger significance)

**Organization:**

* 5 = clear and logical (thesis easy to identify, clear how other claims support thesis)
* 3 = somewhat clear (thesis less obvious, some points not clearly connected)
* 1 = not so clear (not clear what thesis is, no clear logic to the presentation, lots of unconnected or incoherent points)

**Mechanics:**

* 5 = excellent (good spelling, grammar, punctuation; word choice is apt, and sentence structure leads to clear presentation of ideas)
* 3 = fair (some systematic problems with sentence structure, spelling, grammar, punctuation.)
* 1 = poor (enough problems with sentence structure, spelling, grammar, and/or punctuation that the reader can't follow the content).

 OVERALL GRADE: /25