Essay Rubric A – For Essays Not Involving Research —2015

Student Name: _____

	Excellent-100%	Very Good-85%	Acceptable-75%	Poor-60%	Inadequate-50%	Unacceptable-0%
Content (35%) Critical thinking, development, originality, creativity, use of examples, title.	• Provides significant and relevant development that thoroughly explains the topic. • Reflects significant depth of thought. • Thoroughly and effectively meets the content requirements of the assignment. (32-35)	• Provides development that sufficiently explains the topic. • Reflects depth of thought. • Effectively meets the content requirements of the assignment. (28-31)	• Provides development that explains the topic. • Reflects some depth of thought. • Meets the content requirements of the assignment. (24-27)	• Has one or more of the following issues: ○ Partially develops the topic. ○ Reflects little depth of thought. ○ Meets some of the content requirements of the assignment. (21-23)	• Has one or more of the following issues: ○ Contains inappropriate or inadequate development. ○ Does not reflect depth of thought. ○ Does not meet several of the content requirements of the assignment. (17-20)	• Content does not meet the requirements of the assignment and/or does not convey a clear point.
Organization (30%) Introduction, conclusion, thesis, clarity of purpose, topic sentences, concluding sentences, transitions, coherence, structure.	• Thorough and effective introduction leads to the thesis; engaging and effective conclusion provides context/ significance for the topic. • Thesis provides an effective overview of the essay, the essay's purpose, and the essay's intended structure. • Ideas are thoroughly and effectively linked throughout the essay. • Meets the organizational guidelines required by the assignment with effective placement of all essay components. (27-30)	• Effective introduction leads to the thesis; effective conclusion provides context/ significance for the overall topic. • Thesis provides a clear overview of the essay, the essay's purpose, and the essay's intended structure. • Ideas are clearly linked throughout the essay. • Meets the organizational guidelines required by the assignment with strong placement of all essay components. (24-26)	• Introduction leads to the thesis, and conclusion provides a context/ significance for the topic. • Thesis provides an overview of the essay, the essay's purpose, and the essay's structure. • Ideas are linked throughout the essay. • Meets the organizational guidelines required by the assignment with appropriate placement of all essay components. (21-23)	• Has one or more of the following issues: ○ Introduction lacks effectiveness and does not lead into the thesis. ○ Conclusion provides minimal context/significance for the overall topic; thesis provides no overview in terms of purpose and/or intended structure. ○ Ideas are vaguely linked. ○ Meets most of the organizational guidelines required by the assignment but may have inappropriate placement of components. (18-20)	• Has two or more of the following issues: ○ Introduction lacks an effective thesis. ○ Conclusion provides minimal significance for the overall topic. ○ Ideas are not linked throughout the essay. ○ Text does not meet some of the organizational guidelines required by the assignment because some essay components are placed inappropriately. (15-17)	• Organization has many weaknesses.
Style (10%) Word choice, writing skills.	• Words, phrases, and sentence structure effectively contribute to the communication of ideas. • Uses vivid, scholarly vocabulary for an academic audience. • Level of diction is highly effective. • Does not shift in point of view (first, second, and third person) (9-10)	• Words, phrases, and sentence structure appropriately contribute to the communication of ideas. • Uses academic vocabulary. • Level of diction is effective for the assignment. • Does not shift in point of view (first, second, and third person) (8)	• Words, phrases, and sentence structures contribute to the communication of ideas. • Uses appropriate vocabulary. • Level of diction is appropriate for the assignment. • Has no more than one shift in point of view (7)	• Has one or more of the following issues: ○ Some words, phrases, and sentence structures do not enhance communication. ○ Occasional inappropriate vocabulary and/or diction. ○ Has two or more shifts in point of view (6)	• Has one or more of the following issues: ○ Some words, phrases, and sentence structures detract from communication. ○ Uses inappropriate vocabulary. ○ Level of diction is inappropriate for the assignment. ○ Has excessive shifts in point of view. (5)	• The writing style is inappropriate for a formal writing assignment/ academic audience. • Paper is written in the incorrect point of view.
Grammar (20%)	• Text uses correct grammar and mechanics. (18-20)	• Text uses generally correct grammar and mechanics with only a few minor errors. (16-17)	• Text uses mostly correct grammar and mechanics, but the paper has several minor errors and no more than three major errors. (14-15)	• Texts uses mostly correct grammar and mechanics, but the paper has several minor errors and more than three major errors. (12-13)	• Text has frequent grammatical and mechanical errors. (10-11)	• The frequency of grammatical and mechanical errors obscures meaning.
MLA Format (5%)	• Uses correct MLA formatting. (5)	• Has one error in MLA formatting. (4)	• Has two-three errors in MLA formatting. (3.5)	• Has four errors in MLA formatting. (3)	• Has five errors in MLA formatting. (2.5)	• Has more than five errors in MLA formatting.