

Name: _____

EWRT 1A Essay Grading Rubric

Core Criteria:

Ideas and Development 50%	A	B	C	D	F
Organization 25%	A	B	C	D	F
Language Use 25%	A	B	C	D	F

Comments:

Essay Grade: _____

Note: an essay that is far below college level in one or more area will not pass even if it is good in other ways.

Ideas and Support:

A=Ideal

The essay includes a clear and worthwhile overall point in response to the essay topic.

The thesis makes a claim about a connection between the topic the writer analyzes in depth and a larger framework of interpretation (such as issues or attitudes in the larger culture).

Each body paragraph includes vivid and insightful evidence or experience that substantiates the writer's thesis.

When appropriate, the writer gracefully juggles evidence from multiple sources, citing them skillfully.

The writer provides counterpoints to the thesis and perhaps even creates a "new" or more nuanced thesis towards the end of the paper.

B=Strong

The essay provides a clear thesis and an appropriately limited subject.

Ample, apt, and specific evidence supports, illustrates, clarifies the author's thesis.

The essay makes clear supporting points to focus the body paragraphs, helping readers see how the body of the paper develops the overall point of the thesis.

The essay is written for an educated reader who has not read the book.

C= Passing

The essay has a thesis that relates to the topic and goes beyond summary

The essay sticks to an overall point and supports its assertions with some examples

Most paragraphs develop a point that relates to the topic

The writer connects ideas from the reading to his or her own observations and attempts analysis of what?

Sources are generally cited correctly.

D= Weak

The subject of the essay is dealt with superficially

The thesis is unclear or unrelated to the rest of the essay

The central point is not an idea that can sustain an essay

Ideas produced are merely descriptive rather than insightful, or ideas presented are unsupported opinions rather than analytical ideas..

F= significantly below college level

No distinctive point of view is present in the essay.

The essay is off topic.

Organization

A=Ideal

The beginning paragraph(s) orients the reader to the topic and establishes a clear idea or “road map” as to where exactly the writer will take the reader.

The paper has a strategic and consistent logical sequence, which is not simply formulaic.

The writer artfully cues the reader when he or she shifts to another sub-point; he or she creates flow not only on the sentence-level but also in transitioning from paragraph to paragraph.

The ending provides thoughtful conclusion that does not simply summarize points already made.

B=Strong

The introduction orients the reader to the topic and offers useful and appropriate framing.

The writer organizes the essay through a non-formulaic logical sequence.

The writer uses a clear pattern of paragraph topics, and it limits the focus of each paragraph.

The writer provides an ending that is more than summary.

C= Passing

The introduction frames the essay but may be under-developed or uninspired

Most body paragraphs develop a clear topic and connect logically to the overall point.

Topic sequence is usually logical.

The conclusion is functional but may not offer more than summary

D= Weak

The essay has an introduction, but it fails to provide adequate framing

Very few paragraphs articulate a focus.

The topic sequences are disorganized logically and sequentially.

The conclusion is incomplete or does not provide useful closure.

F= significantly below college level

The introduction is confusing or incomplete.

Body paragraphs jump from one idea to the next without apparent connection.

Paragraph breaks, if any, do not correspond to topic changes.

A conclusion is missing, confusing, or unrelated to the essay

Language Use

A=Ideal

The writer conveys interest, passion and engagement to the reader.

The writer uses precise, expressive language, which may include wit, humor, or figurative language.

Vivid vocabulary and a compelling voice energize the topic.

The essay includes a variety of sophisticated sentence structures.

Sentences are free from major grammatical errors.

There are no major punctuation problems and few to no typographical errors.

B=Strong

Clear sentences and accurate vocabulary engage the readers in the topic

The essay includes a variety of sentence structures

Sentences have only a couple of major grammatical errors and no pervasive pattern of error.

The essay may include some punctuation problems or typographical errors

C= Passing

Sentences show mostly accurate vocabulary.

This essay may contain minor problems in grammar, punctuation, or word choice, which distract the reader but do not get in the way of ideas.

Sentences show some variation of structure and style.

D= Weak

Sentences are very simple, showing little to no variation in structure.

The essay contains serious grammatical errors, making the essay difficult to understand at times

Word choices are very repetitious or frequently inaccurate.

F= significantly below college level

Errors in grammar, spelling, or misused vocabulary seriously impede comprehension.