

English 090 Essay Rubric – Class-Created Percentages – Laurie Prange-Martin

| | Grade = A (90-100%) | Grade = B (80-89%) | Grade = C (70-79%) | Grade = D (0-69%) | Mark |
|--|---|---|---|--|-------------|
| Focus (thesis), purpose, and argument | Clear original thesis and argument. Focused and specific argument. Purpose is clear. Logical development of thesis as appropriate to assignment purpose. Acknowledgement of complexity. Sustained analysis. | Well-developed thesis. Adequate understanding of assigned topic. Some complexity. Logical organization is clear and effective. | A somewhat effective thesis that somewhat responds to the assignment. Logical is clear, but some errors in argument. No sustained analysis. | Weak or no thesis. Unclear logical organization. Writing too broad and does not respond to the assignment. Argument is only indirectly supported. | / ___ |
| Idea development and evidence | Sources are assessed critically, including counter-arguments. Consistent evidence. Originality and depth of ideas. Main points are defined and supported with evidence. Support is valid. | Overuse of quotations to make argument. Ideas are sufficiently supported. Support is valid and logical. Effective explanations that connect the ideas and evidence to the thesis. | Somewhat effective explanations that connect the ideas and evidence to the thesis claim. Counter arguments are not supplied. | Ideas are not indirectly supported. Support is not sufficient and only loosely related to main ideas. Little to no connection of ideas and evidence to the thesis. | / ___ |
| Organization and structure | Writing is organized, logical, and sequenced appropriately to assignment. One idea per paragraph with support and smooth transitions. Exceptional introduction and conclusion | Effective introduction and conclusion. Some smooth transitions. Writing is mainly well organized, logical, and sequenced, but with a few errors. | Somewhat effective or off-topic introduction and conclusion. Competent organization. Competent paragraph structure. Lacking in effective transitions. | Paragraphs not organized around a thesis, paragraphs too complicated or stand-alones, transitions weak. Ineffective or no introduction and conclusion. | / ___ |
| Audience, tone, style | Clear idea of audience related to purpose of assignment, tone, and point-of-view appropriate to the audience. Writer's voice is revealed. Writing engages reader. | Sometimes successful tone and point-of-view. Adequate addressing of audience. Writing sometimes engages reader. | Awareness of an audience. Tone and point-of-view satisfactory. Writing sounds dry at times. | Inconsistent or little sense of audience. Tone and point-of-view not consistent. Writing does not engage the reader. | / ___ |
| Sentence structure, vocabulary, grammar | Clear, concise sentences. Each sentence is powerfully structured. Rich, well-chosen vocabulary. Variety of sentence styles and length. Writer skillfully communicates meaning to readers. | Errors due to lack of proofreading. Effective and varied sentences. Writing effectively communicates meaning. Creative use of vocabulary. No fragments or run-on sentences. | Grammar errors that limit understanding. Use of colloquialisms. Limited vocabulary. Some fragment and run-on sentences. | Repetitive sentence patterns. Repetitive use of same words. Many errors in grammar that prevent understanding. Several fragment and run-on sentences. | / ___ |
| Mechanics, conventions, presentation | Without errors of punctuation, spelling, etc. Appropriate format and presentation. No errors in referencing. | Almost without errors. Mostly correct referencing in text and in reference list. Mostly correct formatting. | Somewhat correct referencing with some formatting errors. | Many errors of punctuation, spelling, etc. Incorrect formatting or referencing. Formatting inconsistency. | / ___ |
| Storytelling | Strong, engaging story. Necessary details are included to show instead of tell the story. | Some elements of storytelling techniques. Some instances of showing instead of telling. | One or two instances of effective storytelling. Mainly telling instead of showing the story. | No elements of storytelling. | /10 |
| TOTAL | | | | | /100 |

