

University of Puerto Rico, Rio Piedras
College of General Studies English Department
INGL 3103-3104 & INGL 3123-3124 ESSAY RUBRIC

Section _____
Ref# _____

Evaluator _____
Date _____

CRITERIA	4 High Proficiency	3 Adequate Proficiency	2 Some Proficiency	1 Limited Proficiency	TOTAL
1. Content	<input type="checkbox"/> Knowledgeable <input type="checkbox"/> Substantive <input type="checkbox"/> Thorough development of thesis (support) <input type="checkbox"/> Relevant to assigned topic <input type="checkbox"/> Clearly stated thesis	<input type="checkbox"/> Some knowledge of subject <input type="checkbox"/> Limited development of thesis <input type="checkbox"/> Mostly relevant to topic, but lacks detail <input type="checkbox"/> Thesis is not clearly stated	<input type="checkbox"/> Limited knowledge of subject <input type="checkbox"/> Little substance <input type="checkbox"/> Inadequate development of thesis	<input type="checkbox"/> Does not show knowledge of subject <input type="checkbox"/> Non-substantive <input type="checkbox"/> Not pertinent <input type="checkbox"/> Or not enough to evaluate <input type="checkbox"/> No thesis statement	
2. Critical Thinking	<input type="checkbox"/> Strong critical thinking skills <input type="checkbox"/> Cogent and logical arguments <input type="checkbox"/> Clear and insightful analyses <input type="checkbox"/> Relevant issues	<input type="checkbox"/> Some critical thinking skills <input type="checkbox"/> Mostly cogent and logic arguments <input type="checkbox"/> Adequate analyses <input type="checkbox"/> Majority of issues are relevant	<input type="checkbox"/> Limited critical thinking skills <input type="checkbox"/> Few cogent and logic arguments <input type="checkbox"/> Inadequate analyses <input type="checkbox"/> Majority of issues are irrelevant	<input type="checkbox"/> Does not show critical thinking skills <input type="checkbox"/> Simplistic arguments <input type="checkbox"/> No analyses or superficial reading <input type="checkbox"/> Issues are not relevant <input type="checkbox"/> Or not enough to evaluate	
3. Organization	<input type="checkbox"/> Fluent expression <input type="checkbox"/> Ideas clearly stated <input type="checkbox"/> Succinct <input type="checkbox"/> Logical sequencing <input type="checkbox"/> Cohesive	<input type="checkbox"/> Somewhat choppy <input type="checkbox"/> Loosely organized but main ideas stand out <input type="checkbox"/> Logical but incomplete sequencing	<input type="checkbox"/> Non-fluent <input type="checkbox"/> Ideas confused or disconnected <input type="checkbox"/> Lacks logical sequencing	<input type="checkbox"/> Does not communicate <input type="checkbox"/> No organization <input type="checkbox"/> Or not enough to evaluate	
4. Vocabulary	<input type="checkbox"/> Sophisticated range <input type="checkbox"/> Effective word/ idiom choice and usage <input type="checkbox"/> Word form mastery <input type="checkbox"/> Appropriate register	<input type="checkbox"/> Adequate range <input type="checkbox"/> Occasional errors of word/ idiom form, choice, usage but meaning not obscured	<input type="checkbox"/> Limited range <input type="checkbox"/> Frequent errors of word/ idiom form, choice, usage <input type="checkbox"/> Word Meaning confused or obscured	<input type="checkbox"/> Essentially translation <input type="checkbox"/> Little knowledge of English vocabulary, idioms, word form <input type="checkbox"/> Or not enough to evaluate	
5. Grammar and Mechanics	<input type="checkbox"/> Effective complex constructions <input type="checkbox"/> Few errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions <input type="checkbox"/> Demonstrates mastery of conventions <input type="checkbox"/> Few errors of spelling, punctuation, capitalization, paragraphing	<input type="checkbox"/> Effective but simple constructions <input type="checkbox"/> Minor problems in complex constructions <input type="checkbox"/> Several errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions but meaning seldom obscured <input type="checkbox"/> Occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured	<input type="checkbox"/> Major problems in simple/ complex constructions <input type="checkbox"/> Frequent errors of negation, agreement, tense, number, word order/ function, articles, pronouns, prepositions and/ or fragments, run-ons, deletions <input type="checkbox"/> Meaning confused or obscured <input type="checkbox"/> Frequent errors of spelling, punctuation, capitalization, paragraphing <input type="checkbox"/> Poor handwriting	<input type="checkbox"/> Virtually no mastery of sentence construction rules <input type="checkbox"/> Dominated by errors <input type="checkbox"/> Does not communicate <input type="checkbox"/> No mastery of conventions <input type="checkbox"/> Dominated by errors of spelling, punctuation, capitalization, paragraphing <input type="checkbox"/> Handwriting illegible <input type="checkbox"/> Or not enough to evaluate	
6. Information Competencies- FORMAT	Follows MLA or APA style guidelines: <input type="checkbox"/> All parenthetical documentation is MLA or APA correct (author's name or page/line #) <input type="checkbox"/> No errors noted	Mostly follows MLA or APA style guidelines with few exceptions: <input type="checkbox"/> Majority of parenthetical documentation is correctly cited <input type="checkbox"/> Few errors noted	Inconsistent use of MLA or APA style guidelines: <input type="checkbox"/> Majority of parenthetical documentation is incorrectly cited <input type="checkbox"/> Many errors noted or inconsistent use of documentation	Fails to follow MLA or APA style guidelines: <input type="checkbox"/> No parenthetical Documentation used	
7. Information Competencies- CONTENT/ SUPPORTING EVIDENCE	<input type="checkbox"/> All of the direct quotes or paraphrasing and their analysis support the student's ideas	<input type="checkbox"/> Most of the direct quotes or paraphrasing and their analysis support the student's ideas	<input type="checkbox"/> Few of the direct quotes or paraphrasing and their analysis support the student's ideas	<input type="checkbox"/> Direct quotes or paraphrasing and their analysis do not refer to the student's ideas	
TOTAL					

Based on ESL Composition Profile by Jacobs, H. L., Hartfiel, V.F., Hughey, J.B., and Wormuth, D.R., 1981.

Retrieved from <http://eli.tamu.edu/program/resources/Extended%20Profile%20Criteria.pdf>

Adapted and revised by Dorsia Smith, October 2016. Revised and approved by Level, October 2016.

Adapted and revised by Brenda Camara, November 2011. Revised by Brenda Camara and Lydia Lopez, April 2012. Revised and approved by Level, April 2012.

Expanded and revised by Brenda Camara, Myrta Alvarez, James Penner, Nikita Nankov, November 2012. This rubric can be photocopied or reproduced and used with the unit's prior consent and appropriate credit noted on the document.