

Section \_\_\_\_\_  
Ref# \_\_\_\_\_

**University of Puerto Rico, Rio Piedras**  
**College of General Studies English Department**  
**INGL 3011-3012 ESSAY RUBRIC**

Evaluator \_\_\_\_\_  
Date \_\_\_\_\_

CRITERIA	4 Superior Competency	3 Strong Competency	2 Adequate Competency	1 Insufficient Competency	TOTAL
<b>1. Content</b>	<input type="checkbox"/> Exemplary knowledge of subject <input type="checkbox"/> Superior and/or creative <input type="checkbox"/> Elegantly stated thesis <input type="checkbox"/> Outstanding development of excellent thesis <input type="checkbox"/> Exceptional use of evidence	<input type="checkbox"/> Strong knowledge of subject <input type="checkbox"/> Above average development of strong thesis <input type="checkbox"/> Clearly stated thesis <input type="checkbox"/> Good use of evidence	<input type="checkbox"/> Average knowledge of subject <input type="checkbox"/> Average development of an appropriate thesis <input type="checkbox"/> Thesis is appropriately stated with minor weaknesses <input type="checkbox"/> Sufficient use of evidence	<input type="checkbox"/> Some knowledge of subject <input type="checkbox"/> Inadequate development and/or poor thesis <input type="checkbox"/> Mostly relevant to topic, but lacks important detail <input type="checkbox"/> Insufficient use of evidence	
<b>2. Critical Thinking</b>	<input type="checkbox"/> Sophisticated, insightful ideas and/or engaging application of theory <input type="checkbox"/> Goes well beyond questions of assignment <input type="checkbox"/> Carefully considers and incorporates counterargument <input type="checkbox"/> Includes detailed, insightful analysis of quotations and close readings	<input type="checkbox"/> Strong ideas throughout and/or above average application of theory <input type="checkbox"/> Fulfills questions of assignment very well <input type="checkbox"/> Presents counterargument clearly <input type="checkbox"/> Includes consistently strong analysis of quotation and close reading	<input type="checkbox"/> Some good ideas and/or average understanding of theory <input type="checkbox"/> Fulfills questions of assignment <input type="checkbox"/> Includes some elements of counterargument <input type="checkbox"/> Includes some strong analysis of quotation and close readings	<input type="checkbox"/> Ideas unsurprising and/or confused application of theory <input type="checkbox"/> Addresses questions of assignment <input type="checkbox"/> Does not consider counterargument <input type="checkbox"/> Little or no close engagement with quotations or close readings	
<b>3. Organization</b>	<input type="checkbox"/> Fluid expression <input type="checkbox"/> Ideas elegantly stated <input type="checkbox"/> Succinct and clear <input type="checkbox"/> Body paragraphs well focused and structured <input type="checkbox"/> No problems with logical order	<input type="checkbox"/> Largely fluid <input type="checkbox"/> Main ideas clearly stated <input type="checkbox"/> Body paragraphs focused <input type="checkbox"/> Logical order overall	<input type="checkbox"/> Sometimes abrupt or awkward transitions <input type="checkbox"/> Problems with coherence, but main ideas stand out <input type="checkbox"/> Body paragraphs sometimes unfocused <input type="checkbox"/> Logical but incomplete order	<input type="checkbox"/> Abrupt or awkward transitions <input type="checkbox"/> Ideas confused or disconnected <input type="checkbox"/> Body paragraphs often lose focus <input type="checkbox"/> Problems with logical order	
<b>4. Vocabulary</b>	<input type="checkbox"/> Sophisticated range <input type="checkbox"/> Mastery of diction and word usage <input type="checkbox"/> Word form mastery <input type="checkbox"/> Mastery of academic register	<input type="checkbox"/> Good range <input type="checkbox"/> Effective diction and word usage <input type="checkbox"/> Word forms correct <input type="checkbox"/> Skilled use of academic register	<input type="checkbox"/> Moderate range <input type="checkbox"/> Mostly effective diction and minor errors in usage <input type="checkbox"/> Word meanings are appropriate	<input type="checkbox"/> Adequate range <input type="checkbox"/> Occasional errors of diction but meaning not obscured <input type="checkbox"/> Word meaning confused or obscured	

<b>5. Grammar and Mechanics</b>	<input type="checkbox"/> Effective and complex sentences <input type="checkbox"/> No errors of agreement, tense, number, articles, pronouns, prepositions or syntax <input type="checkbox"/> No errors of spelling, punctuation, capitalization or paragraphing	<input type="checkbox"/> Complex sentences with few minor problems in construction <input type="checkbox"/> Few and minor errors of agreement, tense, number, articles, pronouns, prepositions or syntax <input type="checkbox"/> Few and minor errors of spelling, punctuation capitalization, or paragraphing	<input type="checkbox"/> Some incorrectly constructed complex sentences / Frequent simple sentences <input type="checkbox"/> Occasional errors of agreement, tense, number, articles, pronouns, prepositions or syntax <input type="checkbox"/> Occasional errors of spelling, punctuation, capitalization or paragraphing	<input type="checkbox"/> Frequent problematic complex sentences / Mostly simple sentences <input type="checkbox"/> Frequent errors of agreement, tense, number, articles, pronouns, prepositions or syntax <input type="checkbox"/> Several errors of spelling, punctuation, capitalization, paragraphing	
<b>6. Information Competencies - Format</b>	<input type="checkbox"/> Correctly follows MLA guidelines in the majority of cases.	<input type="checkbox"/> Usually follows MLA style guidelines with occasional oversights in documentation	<input type="checkbox"/> Irregular use of MLA style guidelines with frequent errors and/or inconsistent use of documentation	<input type="checkbox"/> Does not follow MLA guidelines and/or omits documentation	
<b>7. Information Competencies - Selection of external evidence</b>	<input type="checkbox"/> Excellent selection of scholarly, and/or appropriate materials <input type="checkbox"/> Exceeds number of required sources	<input type="checkbox"/> Strong selection of scholarly, and/or appropriate materials <input type="checkbox"/> Fulfills number of required sources	<input type="checkbox"/> Some materials scholarly, others inappropriate <input type="checkbox"/> Missing required number of sources	<input type="checkbox"/> Selection of sources is unscholarly and/or inappropriate <input type="checkbox"/> Well below minimum number of sources	
<b>TOTAL:</b>					

Rubric created by Madeleine Vala, Cynthia Pittmann, and Alejandra Menegol, October 2015. Approved by Honors Level, November 2015.