Basic English Essay Writing Rubric
ENG 3101-3102 Essay Writing Rubric

8-7 High Proficiency	6-5 Adequate Proficiency	4-3 Some Proficiency	2-1 Limited or Emergent Proficiency	
CONTENT AND DEVELOPMENT				
□ Clearly presents a thesis that responds to the prompt. □ Maintains focus on topic. □ Completely addresses the prompt. □ Response is well reasoned with 2 or more significant pieces of information and evidence that effectively support thesis.	□ States thesis. □ Focus is generally maintained. □ Largely addresses the prompt. □ Response is adequately reasoned with 2 significant pieces of information that develop thesis but lack detail.	□ Poor thesis statement. □ Loses focus. □ Incompletely addresses the prompt. □ Response is simplistically reasoned with 2 less discriminating pieces of information, or one significant piece of information, but lacks development and detail.	□ No thesis statement. □ Unfocused. □ Little or no understanding of the prompt. □ Information lacks development or not enough to evaluate.	____
ORGANIZATION				
□ Introduction, Body and Conclusion follow a completely logical order. □ Writing is well organized. □ Transitional words and connectives are used effectively.	□ Introduction, Body and Conclusion generally follow a logical order. □ Writing is adequately organized. □ Adequate use of transitional words and connectives.	□ Introduction, Body and Conclusion partially follow a logical order. □ Writing is loosely organized. □ Some needed transitional words and connectives are missing.	□ No clear division between paragraphs. □ Writing lacks organization: ideas are confusing. □ Transitional words and connectives are incorrectly used or missing.	____
VOCABULARY				
□ Broad range of vocabulary. □ Effective word choice.	□ Adequate range of vocabulary. □ Occasional errors of word choice.	□ Limited range of vocabulary. □ Frequent errors of word choice.	□ Poor range of vocabulary. □ Literal translation	____

GRAMMAR				
□ Minor errors in grammar do not interfere with meaning. □ Effective complex sentence structure. □ Few errors of omission, negation, agreement, tense, number, word order, articles, pronouns, prepositions.	□ Errors in grammar may make reading awkward but do not interfere with intelligibility. □ Effective but simple sentence structure. □ Several errors of omission, negation, agreement, tense, number, word order, articles, pronouns, prepositions.	□ Errors in grammar may at times confuse readers. □ Major problems in simple/complex sentence structure. □ Frequent errors of omission, negation, agreement, tense, number, word order, articles, pronouns, prepositions.	□ Errors in grammar interfere with understanding and severely distract reader. □Little or no mastery of sentence structure. □ Dominated by errors, meaning confused or obscured.	____

MECHANICS				
□ Few errors of spelling, punctuation, capitalization, paragraphing.	□ Occasional errors of spelling, punctuation, capitalization, paragraphing.	□ Frequent errors of spelling, punctuation, capitalization, paragraphing.	□ Dominated by errors of spelling, punctuation, capitalization, paragraphing.	____

INTEGRATION OF SOURCES - support				
□ Provides two or more relevant direct or indirect quotes from the reading.	□ Provides one relevant direct or indirect quote from the reading.	□ Provides irrelevant direct or indirect quote from the reading.	□ Information is not supported with the reading.	____

INTEGRATION OF SOURCES – documentation style				
□ Always credits source/s using the required documentation style.	□ Usually credits source/s using the required documentation style.	□ Sometimes credits source/s using the required documentation style.	□ Does not credit source/s using the required documentation style.	____