

Basic English Essay Writing Rubric
ENG 3101-3102 Essay Writing Rubric
Assessment Project 2015-2016

8-7 High Proficiency	6-5 Adequate Proficiency	4-3 Some Proficiency	2-1 Limited or Emergent Proficiency
CONTENT AND DEVELOPMENT			
<ul style="list-style-type: none"> <input type="checkbox"/> Clearly presents a thesis that responds to the prompt. <input type="checkbox"/> Maintains focus on topic. <input type="checkbox"/> Completely addresses the prompt. <input type="checkbox"/> Response is well reasoned with 2 or more significant pieces of information and evidence that effectively support thesis. 	<ul style="list-style-type: none"> <input type="checkbox"/> States thesis. <input type="checkbox"/> Focus is generally maintained. <input type="checkbox"/> Largely addresses the prompt. <input type="checkbox"/> Response is adequately reasoned with 2 significant pieces of information that develop thesis but lack detail. 	<ul style="list-style-type: none"> <input type="checkbox"/> Poor thesis statement. <input type="checkbox"/> Loses focus. <input type="checkbox"/> Incompletely addresses the prompt. <input type="checkbox"/> Response is simplistically reasoned with 2 less discriminating pieces of information, or one significant piece of information, but lacks development and detail. 	<ul style="list-style-type: none"> <input type="checkbox"/> No thesis statement. <input type="checkbox"/> Unfocused. <input type="checkbox"/> Little or no understanding of the prompt. <input type="checkbox"/> Information lacks development or not enough to evaluate.
ORGANIZATION			
<ul style="list-style-type: none"> <input type="checkbox"/> Introduction, Body and Conclusion follow a completely logical order. <input type="checkbox"/> Writing is well organized. <input type="checkbox"/> Transitional words and connectives are used effectively. 	<ul style="list-style-type: none"> <input type="checkbox"/> Introduction, Body and Conclusion generally follow a logical order. <input type="checkbox"/> Writing is adequately organized. <input type="checkbox"/> Adequate use of transitional words and connectives. 	<ul style="list-style-type: none"> <input type="checkbox"/> Introduction, Body and Conclusion partially follow a logical order. <input type="checkbox"/> Writing is loosely organized. <input type="checkbox"/> Some needed transitional words and connectives are missing. 	<ul style="list-style-type: none"> <input type="checkbox"/> No clear division between paragraphs. <input type="checkbox"/> Writing lacks organization: ideas are confusing. <input type="checkbox"/> Transitional words and connectives are incorrectly used or missing.
VOCABULARY			
<ul style="list-style-type: none"> <input type="checkbox"/> Broad range of vocabulary. <input type="checkbox"/> Effective word choice. 	<ul style="list-style-type: none"> <input type="checkbox"/> Adequate range of vocabulary. <input type="checkbox"/> Occasional errors of word choice. 	<ul style="list-style-type: none"> <input type="checkbox"/> Limited range of vocabulary. <input type="checkbox"/> Frequent errors of word choice. 	<ul style="list-style-type: none"> <input type="checkbox"/> Poor range of vocabulary. <input type="checkbox"/> Literal translation

GRAMMAR			
<input type="checkbox"/> Minor errors in grammar do not interfere with meaning. <input type="checkbox"/> Effective complex sentence structure. <input type="checkbox"/> Few errors of omission, negation, agreement, tense, number, word order, articles, pronouns, prepositions.	<input type="checkbox"/> Errors in grammar may make reading awkward but do not interfere with intelligibility. <input type="checkbox"/> Effective but simple sentence structure. <input type="checkbox"/> Several errors of omission, negation, agreement, tense, number, word order, articles, pronouns, prepositions.	<input type="checkbox"/> Errors in grammar may at times confuse readers. <input type="checkbox"/> Major problems in simple/complex sentence structure. <input type="checkbox"/> Frequent errors of omission, negation, agreement, tense, number, word order, articles, pronouns, prepositions.	<input type="checkbox"/> Errors in grammar interfere with understanding and severely distract reader. <input type="checkbox"/> Little or no mastery of sentence structure. <input type="checkbox"/> Dominated by errors, meaning confused or obscured.
MECHANICS			
<input type="checkbox"/> Few errors of spelling, punctuation, capitalization, paragraphing.	<input type="checkbox"/> Occasional errors of spelling, punctuation, capitalization, paragraphing.	<input type="checkbox"/> Frequent errors of spelling, punctuation, capitalization, paragraphing.	<input type="checkbox"/> Dominated by errors of spelling, punctuation, capitalization, paragraphing.
INTEGRATION OF SOURCES - support			
<input type="checkbox"/> Provides two or more relevant direct or indirect quotes from the reading.	<input type="checkbox"/> Provides one relevant direct or indirect quote from the reading.	<input type="checkbox"/> Provides irrelevant direct or indirect quote from the reading.	<input type="checkbox"/> Information is not supported with the reading.
INTEGRATION OF SOURCES – documentation style			
<input type="checkbox"/> Always credits source/s using the required documentation style.	<input type="checkbox"/> Usually credits source/s using the required documentation style.	<input type="checkbox"/> Sometimes credits source/s using the required documentation style.	<input type="checkbox"/> Does not credit source/s using the required documentation style.

Created by Prof. Lydia Lopez - October 2011. The sections vocabulary, grammar and mechanics were adapted from: Holly L. Jacobs, V. Faye Hartflel, Jane B. Hughey, and Deanna R. Wormuth (1981) Newbury House Publisher. Revised by M. Lockwood and V. Irizarry- March 2015. Revision approved by ENG 3101-3102 Level professors in May 2015. This rubric can be reproduced and used as long as the unit concerned is notified and credit noted on the document.