

Sample # _____

Section _____

University of Puerto Rico, Rio Piedras - College of General Studies - English Department

Ingl 3161-3162 Essay Writing Rubric –October 2016

| 8-7 High Proficiency | 6-5 Adequate Proficiency | 4-3 Some Proficiency | 2-1 Limited or Emergent Proficiency |
|---|---|--|--|
| READING COMPREHENSION | | | |
| <input type="checkbox"/> Uses the text, general background knowledge, and/or supporting details to draw more complex inferences. | <input type="checkbox"/> Evaluates how textual features contribute to the author's main idea. | <input type="checkbox"/> Paraphrases or summarizes the information the text communicates. | <input type="checkbox"/> Understands vocabulary appropriately within the text. |
| CONTENT AND DEVELOPMENT | | | |
| <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. | <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. | <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. | <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 | | | |
| <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. | <input type="checkbox"/> Introduction, Body and Conclusion follow a generally logical order. <input type="checkbox"/> Writing is adequately organized. <input type="checkbox"/> Adequate use of transitional words and connectives. | <input type="checkbox"/> Introduction, Body and Conclusion follow a partially logical order. <input type="checkbox"/> Writing is loosely organized. <input type="checkbox"/> Some needed transitional words and connectives are missing. | <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 | | | |
| <input type="checkbox"/> Broad range of vocabulary. <input type="checkbox"/> Effective word choice. | <input type="checkbox"/> Adequate range of vocabulary. <input type="checkbox"/> Occasional errors of word choice. | <input type="checkbox"/> Limited range of vocabulary. <input type="checkbox"/> Frequent errors of word choice. | <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 | | | |
| <input type="checkbox"/> Provides 2 or more relevant direct or indirect quotes from the reading. | <input type="checkbox"/> Provides 1 relevant direct or indirect quote from the reading. | <input type="checkbox"/> Provides 1 irrelevant direct or indirect quote from the reading. | <input type="checkbox"/> Information is not supported with the reading. |
| <input type="checkbox"/> Always credits sources using the required documentation style | <input type="checkbox"/> Usually credits sources using the required documentation style | <input type="checkbox"/> Sometimes credits sources using the required documentation style | <input type="checkbox"/> Rarely or never credits sources using the required documentation style. |

Note on Reading Comprehension Criteria: By December, students should perform between "some proficiency" and "adequate proficiency" and by May between "adequate proficiency" and "high proficiency." Created by Prof. Lydia Lopez-October 2011. The sections vocabulary, grammar and mechanics have been adapted from: Copyright 1981 by Holly L. Jacobs, V. Faye Hartflel, Jane B. Hughey, and Deanna R. Wormuth. Newbury House Publisher. All rights reserved. Reading comprehension criteria has been adapted from Association of American Colleges and Universities. Revised by Profs. D. López, N. Ríos, and V. Nadal. October 2016. This rubric can be photocopied or reproduced and used with the unit's prior consent and appropriate credit noted on the document.