University of Puerto Rico, Río Piedras College of General Studies English Department

| Sample | |
|---------|--|
| Section | |

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

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

| | GRAMM | IAR | |
|--|-----------------------------|-----------------------------|-----------------------------|
| □ Minor errors in | □ Errors in grammar | □ Errors in grammar | □ Errors in grammar |
| grammar do not | may make reading | may at times confuse | interfere with |
| interfere with | awkward but do not | readers. | understanding and |
| meaning. | interfere with | | severely distract |
| | intelligibility. | | reader. |
| □ Effective complex | □ Effective but | ☐ Major problems in | □Little or no |
| sentence structure. | simple sentence | simple/complex | mastery of sentence |
| sentence structure. | structure. | sentence structure. | structure. |
| □ Few errors of | □ Several errors of | □ Frequent errors of | □ Dominated by |
| omission, negation, | omission, negation, | omission, negation, | errors, meaning |
| agreement, tense, | agreement, tense, | agreement, tense, | confused or |
| number, word order, | number, word order, | number, word order, | obscured. |
| articles, pronouns, | articles, pronouns, | articles, pronouns, | obscured. |
| prepositions. | prepositions. | prepositions. | |
| prepositions. | prepositions. | prepositions. | |
| | MECHAN | ICS | |
| □ Few errors of | □ Occasional errors | □ Frequent errors of | □ Dominated by |
| spelling, punctuation, | of spelling, | spelling, punctuation, | errors of spelling, |
| capitalization, | punctuation, | capitalization, | punctuation, |
| paragraphing. | capitalization, | paragraphing. | capitalization, |
| | paragraphing. | | paragraphing. |
| | | | |
| | INTEGRATION OF | | |
| □ Provides two or | □ Provides one | □ Provides irrelevant | ☐ Information is not |
| more relevant direct or | relevant direct or | direct or indirect quote | supported with the |
| indirect quotes from | indirect quote from | from the reading. | reading. |
| the reading. | the reading. | | |
| IN | TEGRATION OF SOUR | CES – documentation sty | ile |
| | □ Usually credits | □ Sometimes credits | □ Does not credit |
| □ Always credits | | • | 1 |
| • | _ | source/s using the | source/s using the |
| ☐ Always credits source/s using the required | source/s using the required | source/s using the required | source/s using the required |

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