



ACEG - INGL HONORS (INGL 3011-3012 ESSAY RUBRIC) - OLAS UPRRP

Criterion	Insufficient Competency (1 - 2)	Adequate Competency (3 - 4)	Strong Competency (5 - 6)	Superior Competency (7 - 8)	Learning Outcome	Show Objectives
1. Content	<ul style="list-style-type: none"> • Some knowledge of subject • Inadequate development and/or poor thesis • Mostly relevant to topic, but lacks important detail • Insufficient use of evidence 	<ul style="list-style-type: none"> • Average knowledge of subject • Average development of a thesis • Thesis is clearly stated with some weaknesses • Mostly sufficient use of evidence 	<ul style="list-style-type: none"> • Above average knowledge of subject • Above average development of strong thesis • Clearly stated thesis • Good use of evidence 	<ul style="list-style-type: none"> • Strong knowledge of subject • Outstanding development of excellent thesis • Elegantly stated thesis • Exceptional use of evidence 	Effective Communication Skills	Show or pair objectives to Criteria
2. Critical Thinking	<ul style="list-style-type: none"> • Ideas unsurprising • Confused application of theory or outside sources • Addresses questions of assignment • Does not consider counterargument • Little or no close engagement with quotations or close readings 	<ul style="list-style-type: none"> • Some good ideas • Average application of theory or outside sources • Mostly fulfills questions of assignment • Incomplete use of counterargument • Some analysis of quotation and close reading 	<ul style="list-style-type: none"> • Strong ideas throughout • Above average application of theory or outside sources • Fulfills questions of assignment well • Presents counterargument clearly • Strong analysis of quotation and close reading 	<ul style="list-style-type: none"> • Sophisticated, insightful ideas • Engaging application of theory or outside sources • Goes well beyond questions of assignment • Carefully considers and incorporates counterargument • Detailed, insightful analysis of quotations and close readings 	Effective Communication Skills Critical Thinking	Show or pair objectives to Criteria
3. Organization	<ul style="list-style-type: none"> • Abrupt or awkward transitions • Ideas confused or disconnected • Body paragraphs lose focus • Problems with logical order 	<ul style="list-style-type: none"> • Sometimes abrupt or awkward transitions • Problems with coherence, but main ideas stand out • Body paragraphs sometimes unfocused • Logical but incomplete order 	<ul style="list-style-type: none"> • Largely fluid • Main ideas clearly stated • Body paragraphs focused • Logical order overall 	<ul style="list-style-type: none"> • Fluid expression • Ideas elegantly stated • Succinct and clear • Body paragraphs well focused and structured • No problems with logical order 	Effective Communication Skills	Show or pair objectives to Criteria
4. Vocabulary	<ul style="list-style-type: none"> • Adequate range • Occasional errors of diction but meaning not obscured • Word meaning confused or obscured 	<ul style="list-style-type: none"> • Moderate range • Mostly effective diction and minor errors in usage • Word meanings are appropriate 	<ul style="list-style-type: none"> • Good range • Effective diction and word usage • Word forms correct • Skilled use of academic register 	<ul style="list-style-type: none"> • Sophisticated range • Mastery of diction and word usage • Word form mastery • Mastery of academic register 	Effective Communication Skills	Show or pair objectives to Criteria

Criterion	Insufficient Competency (1 - 2)	Adequate Competency (3 - 4)	Strong Competency (5 - 6)	Superior Competency (7 - 8)	Learning Outcome	Show Objectives
5. Grammar and Mechanics	<ul style="list-style-type: none"> • Frequent problematic complex sentences or mostly simple sentences • Frequent errors of agreement, tense, number, articles, pronouns, prepositions, or syntax • Several errors of spelling, punctuation, capitalization, paragraphing 	<ul style="list-style-type: none"> • Some incorrectly constructed complex sentences or frequent simple sentences • Occasional errors of agreement, tense, number, articles, pronouns, prepositions, or syntax • Occasional errors of spelling, punctuation, capitalization, or paragraphing 	<ul style="list-style-type: none"> • Complex sentences with few minor problems in construction • Few and minor errors of agreement, tense, number, prepositions, or syntax • Few and minor errors of spelling, punctuation, capitalization, or paragraphing 	<ul style="list-style-type: none"> • Effective and complex sentences • No errors of number, articles, pronouns, prepositions • No errors of spelling, punctuation, capitalization or paragraphing 	Effective Communication Skills	Show or pair objectives to Criteria
6. Information Competency – Format (HONORS)	Does not follow MLA guidelines and/or omits documentation	Irregular use of MLA style guidelines with frequent errors and/or inconsistent use of documentation	Usually follows MLA style guidelines with occasional oversights in documentation	Correctly follows MLA guidelines in the majority of cases	Effective Communication Skills Information Literacy	Show or pair objectives to Criteria
7. Number of External Sources (HONORS)	Well below minimum number of sources	Missing required number of sources	Fulfills number of required sources	Exceeds number of required sources	Effective Communication Skills Information Literacy	Show or pair objectives to Criteria
8. Technology Competencies	Insufficient use of materials from reliable sources, including print, databases, and websites. Most non-scholarly or irrelevant	Adequate use of materials from sources, including print, databases, and websites; some reliable, but others outdated, nonscholarly, or irrelevant	Compelling use of materials from reliable sources, including print, databases, and websites	Sophisticated use of relevant, current materials, all from reliable sources, including print, databases, and websites	Effective Communication Skills Technology	Show or pair objectives to Criteria

Rubric created by Madeleine Vala, Cynthia Pittmann, and Alejandra Menegol, October 2015. Approved by Honors Level, November 2015. Revised and approved by Honors Level, May 2018, September 2018, May 2020, and April 2022.