OLAS

ACEG - INGL INTENSIVE (INGL 3161-3162 ESSAY WRITING RUBRIC) - OLAS UPRRP

Criterion	Click to edit Title 1 (1 - 2)	Click to edit Title 2 (3 - 4)	Click to edit Title 3 (5 - 6)	Click to edit Title 4 (7 - 8)	Learning Outcome	Show Objectives
1. READING COMPREHENSION	Understands vocabulary appropriately within the text.	Paraphrases or summarizes the information the text communicates.	Evaluates how textual features contribute to the author's main idea.	Uses the text, general background knowledge, and/or supporting details to draw more complex inferences.	Effective Communication Skills	Show or pair objectives to Criteria
2. CONTENT AND DEVELOPMENT	- No thesis statement. - Unfocused. - Little or no understanding of the prompt. - Information lacks development or not enough to evaluate.	- 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.	- 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.	- 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.	Effective Communication Skills	Show or pair objectives to Criteria
3. ORGANIZATION	- No clear division between paragraphs. - Writing lacks organization: ideas are confusing. - Transitional words and connectives are incorrectly used or missing.	- Introduction, Body and Conclusion follow a partially logical order. - Writing is loosely organized. - Some needed transitional words and connectives are missing.	- Introduction, Body and Conclusion follow a generally logical order. - Writing is adequately organized. - Adequate use of transitional words and connectives.	- Introduction, Body and Conclusion follow a completely logical order. - Writing is well organized. - Transitional words and connectives are used effectively.	Effective Communication Skills	Show or pair objectives to Criteria
4. VOCABULARY	- Poor range of vocabulary. - Literal translation.	- Limited range of vocabulary. - Frequent errors of word choice.	- Adequate range of vocabulary. - Occasional errors of word choice.	- Broad range of vocabulary. - Effective word choice.	Effective Communication Skills	Show or pair objectives to Criteria
5. GRAMMAR	- Errors in grammar interfere with understanding and severely distract reader.	- Errors in grammar may at times confuse readers. - Major problems in simple/complex sentence structure.	- Errors in grammar may make reading awkward but do not interfere with intelligibility. - Effective but simple	- Minor errors in grammar do not interfere with meaning. - Effective complex sentence structure.	Effective Communication Skills	Show or pair objectives to Criteria

Criterion	Click to edit Title 1 (1 - 2)	Click to edit Title 2 (3 - 4)	Click to edit Title 3 (5 - 6)	Click to edit Title 4 (7 - 8)	Learning Outcome	Show Objectives
	- Little or no mastery of sentence structure. - Dominated by errors, meaning confused or obscured.	- Frequent errors of omission, negation, agreement, tense, number, word order, articles, pronouns, prepositions.	sentence structure. - Several errors of omission, negation, agreement, tense, number, word order, articles, pronouns, prepositions.	- Few errors of omission, negation, agreement, tense, number, word order, articles, pronouns, prepositions.		
6. MECHANICS	Dominated by errors of spelling, punctuation, capitalization, paragraphing.	Frequent errors of spelling, punctuation, capitalization, paragraphing.	Occasional errors of spelling, punctuation, capitalization, paragraphing.	Few errors of spelling, punctuation, capitalization, paragraphing.	Effective Communication Skills	Show or pair objectives to Criteria
7. INTEGRATION OF SOURCES	- Information is not supported with the reading. - Rarely or never credits sources using the required documentation style.	- Provides 1 irrelevant direct or indirect quote from the reading. - Sometimes credits sources using the required documentation style	- Provides 1 relevant direct or indirect quote from the reading. - Usually credits sources using the required documentation style.	- Provides 2 or more relevant direct or indirect quotes from the reading. - Always credits sources using the required documentation style.	Information Literacy	Show or pair objectives to Criteria