**ENGLISH COMPOSITION II ESSAY RUBRIC**

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|  | **EXCELLENT** *(5 points)* | **COMPETENT** *(3-4 points)* | **WEAK** *(1-2 points)* |
| **Directions and Length**  **\_\_\_\_\_\_\_\_\_\_/5** | * Essay effectively responds to assignment instructions (prompt). * Essay meets length requirements. | * Essay *mostly* responds to assignment prompt. * Essay is *within* *one-half page* of length requirements. | * Essay does not completely respond to assignment prompt. * Essay does not meet or exceeds length requirements by *more than one page*. |
| **Title and Formatting**  **\_\_\_\_\_\_\_\_\_\_/5** | * Title grabs attention of the reader and suggests content. * Title is centered and correctly capitalized. * Essay is double-spaced, with standard font size and margins. * Paragraphs are tab indented. * Heading with student’s name, professor’s name, course name, and date, is double-spaced in the upper left corner of the first page. * A running header with the student’s last name and page number appear in the upper right corner of every page. | * Title is appropriate, but does little to grab readers’ attention. * Essay format is lacking one of the items in the Excellent column. | * Title does not grab the attention of the reader or title is missing. * Essay is lacking two or more of the items in the Excellent column. |
| **Introduction**  **\_\_\_\_\_\_\_\_\_\_/5** | * Opening paragraph(s) creatively and effectively grabs readers’ attention, provides sufficient background, and states an appropriate thesis. | * Opening paragraph(s) somewhat grabs readers’ attention, provides some relevant background information on the essay topic, and includes a thesis. | * Opening paragraph(s) does little to grab the attention of the reader and/or provide relevant background information. * Opening paragraph(s) does not include a thesis. |
| **Thesis Statement**  **\_\_\_\_\_\_\_\_\_\_/5** | * The writer’s main point is clearly stated in the introduction in a significant thesis statement that is original, creative, and ambitious. * Persuasive thesis statement clearly indicates position. | * Thesis is somewhat clear, but may be too general or commonplace. | * Thesis is unclear, poorly written, or unidentifiable. * ***No thesis receives “0” points.*** |
| **Body Paragraph Organization and Coherence**  **\_\_\_\_\_\_\_\_\_\_/5** | * Essay has *three or more* well-organized body paragraphs, each with a clearly stated topic sentence and supporting evidence that directly supports the thesis. * Progression of ideas is clear and logical. * Varied and effective transition words, phrases, and/or devices enhance unity and maintain coherence. | * *Most* body paragraphs begin with a clearly stated topic sentence. * Progression is generally clear. * Transitions are used, but may be weak and/or not varied. * Body paragraphs may include *one or two* irrelevant sentences. | * *Two or more* paragraphs are missing clearly stated topic sentences. * Little to no logic is apparent in the arrangement of the body paragraphs. * Lack of transitions results in some incoherence among ideas. * Essay includes irrelevant material. |
| **Argumentation & Development of Ideas**  **\_\_\_\_\_\_\_\_\_\_/5** | * All body paragraphs are effectively developed with plenty of supporting evidence (both major and minor details). * The details are fully elaborated with explanations, examples, information from sources, rebuttals, etc. * A variety of appeals are used: ethos, logos, pathos. | * *Most* paragraphs include adequate supporting evidence. * The details have some appropriate elaboration (may be uneven). * Appeals may not be varied. | * *Two or more* paragraphs are underdeveloped (missing adequate supporting details). * Details are minimally elaborated or not elaborated at all. * There is no variety in appeals. |

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|  | **EXCELLENT** *(5 points)* | **COMPETENT** *(3-4 points)* | **WEAK** *(1-2 points)* |
| **Citation of Sources**  **\_\_\_\_\_\_\_\_\_\_/5** | * Information from appropriate, reputable sources is included to support the thesis. * The number of sources cited meets the minimum requirement for the assignment. * In-text citations are seamlessly integrated and include adequate introductions and explanations. | * O*ne or two* sources are of weak quality and/or do not appropriately support thesis. * *One less* than the required number of sources is cited within the essay. * In-text citations generally include adequate introductions and explanations, but may not be seamlessly integrated. | * M*ore than two* sources are weak and/or do not support thesis. * *Two or more less* than the required number of sources are cited within the essay. * Major errors exist with in-text citations. * ***Note: Lack of in-text citations may be treated as plagiarism and result in an essay grade of ZERO.*** |
| **Conclusion**  **\_\_\_\_\_\_\_\_\_\_/5** | * Concluding paragraph provides interesting and satisfying ending that summarizes and supports the thesis/essay content. | * Concluding paragraph provides an adequate ending that supports the thesis. * Offers little summarization. | * Concluding paragraph is too short and/or inadequately concludes the essay, leaving the reader dissatisfied. |
| **Style and Tone**  **\_\_\_\_\_\_\_\_\_\_/5** | * Word choice is varied, specific, and collegiate. * Writer demonstrates good use of sentence variety (essay contains many complex and compound sentences); sentence beginnings are varied. * Tone is consistently formal and effective for writing purpose. | * Word choice is mostly collegiate but may be general and limited. * Some repetition in sentence type/beginnings * Minor lapses in appropriateness of tone. | * Word choice is not varied, is elementary, and/or is overly general. * There is little to no variety in sentence types or beginnings. * Tone is too casual/ conversational. * More editing is needed. |
| **Grammar and Mechanics**  **\_\_\_\_\_\_\_\_\_\_/5** | * *Very few*, if any, errors are present. * Writer demonstrates strong awareness of correct grammar and mechanics. | * A presence of a *few* minor errors in grammar, mechanics, and spelling, but overall errors do not interfere with meaning. * Writer is generally aware of correct grammar and mechanics; no pattern of errors is present. | * There are multiple errors in sentence structure and/or clarity; writing demonstrates pattern of grammatical/ mechanical errors. (***See list of error patterns below.***) * More editing is needed. |
| **Punctuation**  **\_\_\_\_\_\_\_\_\_\_/5** | * *No errors*: Punctuation is consistently used correctly and appropriately. | * *A few errors*: Punctuation is generally used correctly; errors rarely interfere with meaning. | * *Many errors*: Frequent errors in punctuation cause confusion. * More editing is needed. |
| **Works Cited Page**  **\_\_\_\_\_\_\_\_\_\_/5** | * All sources cited in the essay are correctly listed on a Works Cited page in MLA format (alphabetical order, double-spaced, with hanging indents). * All sources listed on the Works Cited page are correctly referenced within the essay. | * Minor formatting errors are present on the Works Cited page. | * Major formatting errors are present on the Works Cited page. * ***Note: Lack of a Works Cited page may be treated as plagiarism and result in an essay grade of ZERO.*** |

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| **ERROR PATTERNS *(check all that apply)*** | | |
| * Sentence fragments * Run-on sentences/comma splices * Subject-verb agreement errors * Inconsistent verb tense * Inconsistent point-of-view (person) | * Pronoun errors * Misplaced/dangling modifiers * Parallelism errors * Lack of articles * Awkward/unclear wording | * Capitalization errors * Spelling/homonym errors * Missing/misused commas * Other punctuation errors * Other: |

**COMMENTS:**

**ESSAY GRADE: \_\_\_\_\_/60 = \_\_\_\_\_%**