**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*.
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| **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.
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| **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.
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| **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.***
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| **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.
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| **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.***
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| **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.
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| **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.
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| **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.
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| **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.
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| **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:
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**COMMENTS:**

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