

Composition Essay Rubric with Explanations

For (author of paper):	From (evaluator):
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How to: Check the appropriate rubric boxes and provide explanations afterwards of the ratings.

Using the information: For areas where a writer receives “needs work” or “adequate,” review that area in the Rhetoric associated with that topic and use the advice when revising.

	needs work	adequate	good	excellent
<p>Assignment Fulfillment</p> <p><i>More information:</i> Chap 3: Paper Topics (95-109)</p>	<p>Essay does not respond to the assignment and/or fails to fulfill the requirements. Essay does not analyze the text(s). <input style="float: right;" type="checkbox"/></p>	<p>Essay responds to the assignment but fails to fulfill some of the requirements. Essay partially analyzes the text(s). <input style="float: right;" type="checkbox"/></p>	<p>Essay responds to the assignment and fulfills all of the requirements. Essay analyzes the text(s). <input style="float: right;" type="checkbox"/></p>	<p>Essay responds to the assignment and effectively fulfills all requirements. Essay thoroughly analyzes the text(s) in a meaningful and complex way. <input style="float: right;" type="checkbox"/></p>
<p>Thesis</p> <p><i>More information:</i> Chap 7: Thesis (200-227)</p>	<p>Thesis is missing, unfocused or vague or the thesis does not respond to the text(s). <input style="float: right;" type="checkbox"/></p>	<p>Operating as a controlling idea for the essay, the thesis makes an argument about the text(s) but is simplistic and/or formulaic. <input style="float: right;" type="checkbox"/></p>	<p>Operating as a controlling idea for the essay, the thesis makes a focused, direct, and thought-provoking argument about the text(s). <input style="float: right;" type="checkbox"/></p>	<p>Operating as a controlling idea for the essay, the thesis makes complex, enlightening argument about the text(s). <input style="float: right;" type="checkbox"/></p>
<p>Organization/ Coherence/ Focus</p> <p><i>More information:</i> Chap 8: Introductions & Conclusions (228-242) and Chap 9: Paragraphs (243-261)</p>	<p>Essay has no clearly defined or apparent organization. Introduction fails to engage or orient the reader; body paragraphs lack focus or cohesion; there are no topic sentences; conclusion is abrupt or not evident. The essay is not unified around one clear argument. <input style="float: right;" type="checkbox"/></p>	<p>The sequence of ideas is functional but may have abrupt or illogical shifts. Introduction attempts to engage and orient the reader; body paragraphs are focused but lack cohesion; topics sentences are functional; conclusion reiterates the purpose and major points of the essay but is formulaic. The essay is loosely unified around one clear argument but there are gaps. <input style="float: right;" type="checkbox"/></p>	<p>The sequence of ideas and transitions are effective. Introduction engages and orients the reader; body paragraphs are focused and cohesive; topic sentences are strong; conclusion illuminates the central idea and explores the larger implications and/or significance. The essay is unified around one clear argument. <input style="float: right;" type="checkbox"/></p>	<p>The sequence of ideas and transitions are seamless and fluid. Introduction is quick to capture reader interest and strongly orients the reader; body paragraphs are clearly focused and cohesive; conclusion provides sophisticated, thought-provoking, and convincing analysis into the larger implications and/or significance. The essay is tightly unified around one clear argument. <input style="float: right;" type="checkbox"/></p>
<p>Development & Support</p> <p><i>More information:</i> Chap 9: Paragraphs (243-261)</p>	<p>Body paragraphs contain illogical reasoning. Body paragraphs contain summaries or generalizations that lack relevant supporting evidence and analysis. <input style="float: right;" type="checkbox"/></p>	<p>Body paragraphs contain some well-reasoned points but are sometimes illogical.. Body paragraphs offer some level of evidence and analysis which at times may be too general. <input style="float: right;" type="checkbox"/></p>	<p>Body paragraphs are mostly fair, reasonable and logical. Body paragraphs offer focused, convincing and somewhat original analysis of relevant evidence. <input style="float: right;" type="checkbox"/></p>	<p>Body paragraphs are consistently fair, reasonable and logical. Body paragraphs offer focused, richly developed, sophisticated, original, and convincing analysis of relevant evidence. <input style="float: right;" type="checkbox"/></p>

	needs work	adequate	good	excellent
Use of Text <i>More information:</i> Chap 10: Integrating Sources (262-282)	Relevant quotes, paraphrases and concepts from the reading and relevant sources to support and illustrate ideas are missing or inadequate. Neglects to or weakly integrates quotes and paraphrases to support and illustrate ideas. <input type="checkbox"/>	Relevant quotes, paraphrases and concepts from the reading and relevant sources to support and illustrate ideas are adequate. <input type="checkbox"/>	Relevant quotes, paraphrases and concepts from the reading and relevant sources to support and illustrate ideas are skillfully integrated. <input type="checkbox"/>	Relevant quotes, paraphrases and concepts from the reading and relevant sources to support and illustrate ideas are not only selected and skillfully integrated but demonstrate deep use of the texts. <input type="checkbox"/>
MLA Formatting and Documentation Skills <i>More information:</i> Chap 5: MLA (170-182)	MLA format has not been used properly. Sources are not properly cited according to MLA format. <input type="checkbox"/>	Some MLA formatting has been used but is missing elements. Sources are properly cited using MLA format with occasional lapses in usage. <input type="checkbox"/>	Has properly used MLA format in title page, body of paper and page numbering. Sources are cited using MLA format with very few lapses in usage. <input type="checkbox"/>	Has properly used MLA format in title page, body of paper and page numbering. Sources are properly cited using MLA format correctly. <input type="checkbox"/>
Sentence Style <i>More information:</i> Chap 13: Style (320-349)	Sentences are either overly simplistic or confusingly worded. Sentences are not joined logically to show relationships between ideas. There is a lack of sentence variety. <input type="checkbox"/>	Sentences are solid but sometimes choppy. Sentences could be joined more logically to show relationships between ideas. There is minimal sentence variety. <input type="checkbox"/>	Sentences are clear and direct. Sentences are joined logically to show relationships between ideas. Sentences demonstrate syntactical maturity through varied sentence structure. <input type="checkbox"/>	Sentences are fluid and graceful and are joined logically to show relationships between ideas. Sentences effectively demonstrate syntactical maturity through varied sentence structure. <input type="checkbox"/>
Grammar <i>More information:</i> Chap 14: Grammar (350-439)	Essay has frequent errors in grammar, usage and spelling. 4 or more errors per page. <input type="checkbox"/>	Essay has some errors in grammar, usage and spelling. 3 or fewer errors per page. <input type="checkbox"/>	Essay has occasional errors in grammar, usage and spelling. 2 or fewer errors per page. <input type="checkbox"/>	Essay has few, if any, grammatical or proofreading errors. 1 or fewer errors per page. <input type="checkbox"/>

Comments: further explanations behind the scoring choices along with revision advice
(for more commenting space, insert electronically or attach additional page)

For instructor Use—Holistic Essay Grade: