

GRADING RUBRIC FOR ENGLISH 50

A—EXCELLENT—An Exceptional Essay

Development

- Addresses assignment thoroughly and demonstrates a comprehensive grasp of the subject matter
- Focus is clear, imaginative, and fully realized (clearly stated and supported thesis)
- Body is developed with original, insightful, and creative support; the paper goes beyond repeating what others have said and contributes something new to our understanding of the topic
- Demonstrates specific attention to relationship between audience and purpose
- Smoothly integrates outside sources when required, citing them correctly using MLA documentation and format for essay and Works Cited

Organization

- Clear, logical organization of ideas in relation to one another and to the essay's focus
- Highly effective introduction and conclusion
- Appropriate and smooth transitions between sentences and paragraphs

Style/Voice

- Engaging and individualized voice appropriate to the audience/purpose with consistency of tone/voice
- Refreshing and revealing word choice along with varied and interesting sentence structure

Mechanics

- Full variety of sentence structures used correctly with accurate and precise diction and phrasing
- Very few grammatical and punctuation errors

B---STRONG--An Above Average Essay

Development

- Clearly addresses assignment and demonstrates a thorough grasp of the subject matter
- Focus is clear and thoughtful (clearly stated and supported thesis)
- Body is generally supported by facts, examples, etc. though support will not be as varied or vivid as in an A paper.
- Demonstrates understanding of audience and purpose, though may occasionally stray from it
- Generally integrates outside sources well when required, citing them correctly using MLA documentation and format for essay and Works Cited

Organization

- Clear and logical organization of ideas in relation to one another and to the focus
- Appropriate introduction and conclusion
- Appropriate and smooth transitions between paragraphs and between most sentences

Style/Voice

- Voice appropriate to the audience/purpose, though it may be somewhat generic or predictable in places
- Consistency of tone/voice
- Interesting and varied word choice with some creative sentence variety

Mechanics

- Variety of sentence structure used correctly and accurate diction and phrasing
- Infrequent grammatical and mechanical errors that rarely disrupt flow or clarity

C---SATISFACTORY--An Adequate Essay

Development

- Adequately addresses assignment and demonstrates a basic grasp of the subject matter
- Focus is generally adequate but may not be immediately clear to all readers (thesis may not be as sufficiently or clearly stated)
- Body supported by facts, examples, details, but they tend to be surface oriented and generalized
- Demonstrates only some understanding of audience and purpose
- Adequately uses outside sources when required to do so, but presentation and integration is less accurate or skillful; some errors in MLA documentation and format

Organization

- Ideas generally related to one another and to the focus, but may have some unrelated material
- Adequate introduction and conclusion with some attempt at transitions throughout

Style/Voice

- Voice and tone adequate to audience/purpose, but often is predictable or inconsistent
- Predictable word choice; low range of synonyms employed
- Sentences mechanically sound but lack in variety

Mechanics

- May have some sentence structure problems and may use inaccurate diction/phrasing
- Errors in grammar and punctuation may occasionally interfere with clarity but do not inhibit reader's overall comprehension

D---UNSATISFACTORY --A Seriously Flawed Essay

Development

- May address only parts of the assignment and demonstrate a lack of familiarity with the subject matter
- Thesis/Focus is vague, either too general, too narrow, superficial, or indirect
- Body supported by few examples or facts; many examples are unanalyzed
- Demonstrates poor understanding of audience and purpose
- Fails to cite sources when required or cites or integrates them incorrectly, inaccurately, or uses inappropriate quotes
- Errors in MLA documentation and essay format (fails to follow MLA guidelines)

Organization

- Unclear ordering of ideas; organization not readily apparent
- Underdeveloped or inappropriate introduction and conclusion
- Transitions are lacking

Style/Voice

- Voice generally hard to characterize because of frequent mechanical problems
- Phrasing problems, garbled sentence structure noticeable in several places
- Overall lack of control/confidence of writing voice

Mechanics

- Sentences often simplistic or incoherent
- Frequent misuse of common words and phrases
- Many major grammatical, punctuation, and mechanical errors that interfere with the reader's understanding of the text

F---FAILING --A Fundamentally Deficient Essay

Development

- Fails to address assignment or does so minimally
- A basic lack of understanding of the subject matter is demonstrated
- Thesis/Focus is not evident
- Body largely unsupported by relevant facts or examples
- Demonstrates no understanding of audience/purpose
- Fails to use outside sources or MLA guidelines appropriately when required or plagiarizes essay

Organization

- Minimal organization; inappropriate or no paragraphing
- Ineffective or missing introduction and conclusion
- Minimal or no use of transitions

Style/Voice

- Voice/style not possible due to severe mechanical problems

Mechanics

- Simplistic or incoherent sentences outweigh intelligible sentences
- Diction often inaccurate or severely limited vocabulary
- Mechanical errors predominate