

## ENGLISH 101 ESSAY RUBRIC (6 is high; 1 is low)

	level 6	level 5	level 4	level 3	level 2	level 1
D E V E L O P M E N T	<ul style="list-style-type: none"> <li>Focus (thesis, purpose or controlling idea) is clear, imaginative, fully realized, and insightful.</li> <li>Body paragraphs supported by a variety of relevant facts, examples, illustrations from experience, references to related readings, etc.</li> <li>Well-reasoned and insightful arguments, observations, etc.</li> <li>Demonstrates specific attention to relationship between audience and purpose.</li> <li>Clearly and thoroughly responds to assignment.</li> </ul>	<ul style="list-style-type: none"> <li>Focus is clear and thoughtful.</li> <li>Body well supported by facts, examples, illustrations from experience, references to related readings, etc., though support may not be as varied and vivid as level 6.</li> <li>Generally well reasoned arguments, observations, etc.</li> <li>Demonstrates understanding of audience and purpose.</li> <li>Response to assignment is generally adequate and thorough.</li> </ul>	<ul style="list-style-type: none"> <li>Focus is generally adequate but may not be immediately clear to all readers.</li> <li>Body generally supported by facts, examples, details. No more than one paragraph with inadequate support.</li> <li>Some logical inconsistencies in arguments, observations, etc.</li> <li>Demonstrates some understanding of audience and purpose.</li> <li>Minimally responds to assignment.</li> </ul>	<ul style="list-style-type: none"> <li>Focus is vague, either too general, too narrow, superficial, or indirect.</li> <li>Body supported by few facts, examples, etc. More than one paragraph with inadequate support.</li> <li>Frequent logical inconsistencies in arguments, observations, etc.</li> <li>Demonstrates poor understanding of audience/essay purpose.</li> <li>Does not respond well to assignment.</li> </ul>	<ul style="list-style-type: none"> <li>Focus is vague, missing, superficial, or indirect.</li> <li>Body supported by few facts, examples, etc.; some may appear to be inaccurate, unsubstantiated, cursory, or unrelated to essay focus.</li> <li>Logically unsound arguments, observations, etc.</li> <li>Demonstrates little or no consideration of audience/purpose.</li> <li>Response to assignment is barely discernible.</li> </ul>	<ul style="list-style-type: none"> <li>Focus is not evident or unrelated to assignment.</li> <li>Body largely unsupported by relevant facts, examples, details.</li> <li>Arguments, observations missing or incoherent</li> <li>Demonstrates no understanding of audience/purpose.</li> <li>Does not respond to assignment.</li> </ul>
O R G A N I Z A T I O N	<ul style="list-style-type: none"> <li>Vivid, engaging, informative introduction.</li> <li>Clear, logical, and inventive organization of ideas in relation to one another and to the essay's focus.</li> <li>Appropriate and smooth transitions between paragraphs and sentences.</li> <li>Inventive, thorough, memorable conclusion.</li> </ul>	<ul style="list-style-type: none"> <li>Informative, appropriate introduction.</li> <li>Clear and logical organization of ideas in relation to one another and to essay focus.</li> <li>Appropriate and smooth transitions between paragraphs and most sentences.</li> <li>Appropriate conclusion.</li> </ul>	<ul style="list-style-type: none"> <li>Adequate introduction.</li> <li>Ideas generally organized in relation to one another and to the focus; organization readily apparent. No more than one paragraph unrelated to the focus.</li> <li>Adequate transitions between paragraphs and sentences.</li> <li>Adequate conclusion.</li> </ul>	<ul style="list-style-type: none"> <li>Ineffective or poorly developed introduction.</li> <li>Unclear ordering of ideas; organization not readily apparent. More than one paragraph not clearly related to the focus.</li> <li>Transitions often lacking or inappropriate.</li> <li>Ineffective or poorly developed conclusion.</li> </ul>	<ul style="list-style-type: none"> <li>Underdeveloped and inappropriate introduction.</li> <li>Unclear or random ordering of ideas; organization not apparent.</li> <li>Transitions frequently lacking.</li> <li>Underdeveloped and inappropriate conclusion.</li> </ul>	<ul style="list-style-type: none"> <li>Missing introduction.</li> <li>Minimal organization; inappropriate or no paragraphing.</li> <li>Minimal or no use of transitions.</li> <li>Missing conclusion.</li> </ul>
S T Y L E  /  V O I C E	<ul style="list-style-type: none"> <li>Engaging and individualized voice appropriate to the audience/purpose.</li> <li>Thorough consistency of tone/voice.</li> <li>Refreshing and revealing word choice.</li> <li>Varied and skillful sentence structure.</li> <li>Vivid and varied use of detail in examples and descriptions.</li> </ul>	<ul style="list-style-type: none"> <li>Voice appropriate to the audience/purpose though somewhat generic or predictable in places.</li> <li>General consistency of tone/voice.</li> <li>Some variety of word choice.</li> <li>Variety of sentence structure.</li> <li>Interesting and varied use of detail in examples and descriptions.</li> </ul>	<ul style="list-style-type: none"> <li>Voice adequate to the audience/purpose though often generic or predictable.</li> <li>May be slight inconsistencies in tone/voice, verb tense, etc.</li> <li>Predictable word choice; low range of synonyms employed.</li> <li>Sentences mechanically sound but predictable; some variety of structures.</li> <li>Minimal variety of detail in examples; descriptions often vague.</li> </ul>	<ul style="list-style-type: none"> <li>Voice noticeably generic or inappropriate (e.g. first person narrative may predominate in an analysis assignment.)</li> <li>Inconsistent style/voice.</li> <li>Wording very predictable; few synonym alternatives used; diction at times inaccurate.</li> <li>Sentences not always sound; little variety; most sentences written in basic and repetitive structures.</li> <li>Little or no variety of detail; descriptions usually vague.</li> </ul>	<ul style="list-style-type: none"> <li>Voice/style generally hard to characterize because of frequent mechanics problems.</li> <li>Wording very predictable; no synonym alternatives used; diction usually inaccurate.</li> <li>No sentence structure variety; all sentences written in basic and repetitive structures.</li> <li>Details are vague or absent.</li> </ul>	<ul style="list-style-type: none"> <li>Voice/style not apparent due to absence of mechanical control or lapses in development and organization.</li> </ul>