

ENGLISH WRITING RUBRIC

	CONCEPTUAL	THESIS	SUPPORT	STRUCTURE	LANGUAGE
A	sophisticated analysis; original; shows command of interpretive and conceptual tasks; fulfills, then exceeds the expectations of the assignment in some critical way	essay controlled by clear, precise, well-defined thesis; is sophisticated in both statement and insight; attempts or achieves an innovation of the argument or issue being studied	provides substantial, well-chosen evidence (quotations or specific examples) used strategically; connections between ideas are evident; thesis consistently supported	apt, seemingly inevitable sequence of paragraphs; appropriate, clear and skillful transitions between sentences and paragraphs	precise diction; syntactic variety and sophistication; clear command of Standard English; no or few errors; imaginative but mature use of vocabulary and sentence structure
B	shows good understanding of the texts, ideas, and methods of the assignment; goes beyond the obvious	clear, specific argumentative thesis central to essay; may have minor terms undefined	pursues thesis consistently; clearly develops a main argument with clear major points and appropriate evidence; makes effort to link rather than stack ideas	distinct units of thought in paragraphs; clear transitions between developed, coherently arranged paragraphs	some stylistic difficulties; occasional problematic word choices or awkward syntax; some wordiness (or distractingly pompous diction); few minor errors; some syntactic variety
C	shows an understanding of the basic ideas and information involved; may have some factual or conceptual errors	general central thesis or controlling idea; gives little indication of organization to follow; lacking some specifics	provides some evidence, but not always relevant, sufficient, or integrated into paper; undeveloped ideas or little analysis; limited use of textual evidence	some awkward transitions; some brief, weakly unified, or undeveloped paragraphs; uneven paragraphing	more than a few minor grammatical errors; imprecise diction; awkward syntax; wordiness; over-reliance on passive voice; quotations poorly integrated
D	confuses some significant concepts; does not respond directly to the assignment	vague thesis; mostly factual rather than argumentative; unspecified elements	evidence scant, vague or awkwardly incorporated; digresses without developing ideas; no analysis	tends to narrate or merely summarize; wanders; repetitive; illogical arrangement of ideas	some major grammatical errors (subject-verb agreement; fragments); numerous minor errors; repeated inexact word choice; inappropriate format
F	no clear understanding of reading or concepts; inappropriate response to assignment	no discernable thesis; contradictory or unsustainable thesis	little or no development; evidence simply listed or missing; plagiarizes	arbitrary or no paragraph structure; illogical or no transitions	errors in almost every sentence; several major errors (such as s-v agr., frags, comma splices)