

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) |