Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Grading Rubric for 1301, 1302 Essays**

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| Greatly Exceeds Expectations  **9 - 10** | Exceeds Expectations  **8 – 8.9** | Meets Expectations  **7-7.9** | Does Not Meet Expectations  **6-6.9** | Fails To Meet Expectations  **5-5.9** | Does Not Attempt/Missing  **0** |

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|  | These attributes get a 9-10. | These attributes get a 7-7.9. | These attributes get a 5-5.9. |
| **Ideas**  **PSLO 1** | Content is rich, dense, and reflects higher-order, critical thinking. Relevant details and quotes enrich the central theme. | The writer is beginning to define the topic, even though development is basic or general. | The paper has no clear sense of purpose or central theme. To extract meaning from the text, the reader must make inferences based on sketchy or missing details. |
| **Organization**  **PSLO 2** | The organization enhances and showcases the central theme. Organization strategy is appropriate for the essay. Includes an introduction and conclusion. | The organization of material is strong enough to move the reader through the essay; however, it does not necessarily flow organically from the content. | The writing lacks a clear sense of direction. Ideas, details, or events seem strung together in a loose or random fashion. |
| **Structure**  **PSLO 2** | The structure guides the reader through the essay in a clear and controlled way. The essay includes a thesis statement, topic sentences, paragraphing, transitions, and an interesting title. | The writer uses some elements of structure, but in a very plain and uninspired way. Thesis or topic sentences are poorly constructed. Transitions are spotty. The title may be missing or uninteresting. | The writing lacks a clear sense of direction. Ideas, details, or events seem strung together in a loose or random fashion. No thesis, topic sentences, paragraphing are evident. There is no internal structure. |
| **Voice**  **PSLO 6** | The piece conveys the sense of a person behind the words; the reader can actually “hear” the “voice” of the writer. The writer makes appropriate choices regarding audience and purpose. | The writer may or may not seem sincere. The writer is not fully engaged or involved, resulting in an essay that is not compelling. The writer did the bare minimum. | The writer seems indifferent, uninvolved, or distanced from the topic and/or the audience. |
| **Word Choice** | Words convey the intended message in a precise, interesting, and natural way. Words are clear, exact, specific, and sensitive to connotations. Wordiness, cliché, redundancy, and awkwardness do not mar the piece. Vivid and apt images, comparisons, and metaphorical language deepen and enrich meaning. | The language is functional, even if it lacks much energy. It is easy to figure out the writer’s meaning on a general level. The essay contains some wordiness and/or awkwardly phrased sentences. The essay lacks imagery or uses obvious images. | The writer struggles with a limited vocabulary, searching for words to convey meaning. Problems with syntax and wordiness are significant. |
| **Sentence Fluency** | The writing has an easy flow, rhythm, and cadence. Sentences are well built, with varied structures that suit their meaning. | The essay moves the reader through the text, but it is either formal or businesslike. The essay starts and stops in jumps. There is not much sentence variety. | The essay is crowded with stops and starts, unrelated material, and it lacks transitions from one idea to the next. Sentences are r choppy or long and sprawling. |
| **Sentence Faults** | The writing has no unintentional fragments, comma splices,  or run-on/fused sentences. | The essay has one or two unintentional fragments, comma splices, or run-on/fused sentences. | The essay has three or more unintentional fragments, comma splices, or run-on/fused sentences. |
| **Conventions**  **(a.k.a.**  **Mechanics)** | The writer demonstrates the ability to use standard writing conventions (e.g., spelling, punctuation, capital letters). The essay shows proficiency in using tense, case, agreement, and reference. | The writer shows reasonable control over a limited range of standard writing conventions. Conventions are sometimes handled well, and at other times are distracting and impair reading. | Errors in spelling, punctuation, capitalization, and grammar repeatedly distract the reader and make the text difficult to read. |
| **Presentation**  **PSLO 4** | The form and presentation understandable and connects to the message. It is pleasing to the eye & follows the MLA standards of presentation as discussed in Teamwork Peer Review. | The writer’s message is understandable in this format. The writer used a general essay format and did not meet all requirements of the MLA standard for presentation. | The reader receives a garbled essay due to problems related to presentation of the text. The essay is not formatted according to MLA standards. |
| **Overall Impression** | The overall impression the essay makes is superior. | The overall impression the essay makes is average. | The overall impression the essay makes is unacceptable. |