**Essay Rubric**

**Purpose and Thesis – 30 points**

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| **30.0 to >27.0 pts**  **A**  Meets the assignment requirements by conveying significance, impact, or insight in response to a selected reading. Thesis statement is clearly stated and appropriate for the assignment. | **27.0 to >24.0 pts**  **B**  May have lapses in focus. Essay generally meets the assignment requirements by conveying significance, impact, or insight in response to a selected reading; however, more insight may be needed. Thesis statement is generally stated and appropriate for the assignment. | **24.0 to >21.0 pts**  **C**  Essay partially meets the assignment requirements, but lacks significance, impact, or insight in response to a selected reading. Thesis statement may be limited or unclear. | **21.0 to >1.0 pts**  **D-F**  Essay does not meet the assignment requirements and lacks significance, impact, or insight in response to a selected reading. Thesis statement is inappropriate or not present. | **1.0 to >0 pts**  **Not Present**  No clear purpose conveyed. Thesis statement is not present |

**Support – 25 points**

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| **25.0 to >23.0 pts**  **A**  Textual evidence from the selected text is used consistently throughout the essay to provide evidence, examples, and support. This support proves the writer's thesis and shows insight. It illustrates the purpose consistently throughout. | **23.0 to >20.0 pts**  **B**  Textual evidence from the selected text is used throughout the essay to provide evidence, examples, and support; however, there may be some generalizations made. Support provided generally links to the writer's thesis with insight. While use of support helps to illustrate the purpose, it may be used inconsistently or sparingly. | **20.0 to >15.0 pts**  **C**  Textual evidence from the selected text is used inconsistently throughout the essay, resulting in generalizations due to a lack of evidence, examples, and support. Support as illustration to the purpose is often unclear or missing. | **15.0 to >1.0 pts**  **D-F**  Textual evidence from the selected text is lacking throughout the essay, resulting in generalizations due to missing evidence, examples, and support. | **1.0 to >0 pts**  **Not Present**  Textual evidence is missing. |

**Audience – 10 points**

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| **10.0 to >9.0 pts**  **A**  Displays audience awareness throughout entirety of essay, particularly demonstrated by focusing on conveying significance rather than providing plot summary. Audience is clearly identified as someone who has previously read the selected text. | **9.0 to >8.0 pts**  **B**  Displays audience awareness often throughout the essay. While it seems the intended audience is someone who has previously read the selected text, the essay may lapse into plot summary when it is not necessary. | **8.0 to >7.0 pts**  **C**  Audience awareness is limited. It is not clear that there is an assumption that the reader has previously read the chosen text. | **7.0 to >1.0 pts**  **D-F**  Audience awareness is inconsistent or inappropriate. There is not an attempt to demonstrate that readers have prior knowledge of the chosen text. | **1.0 to >0 pts**  **Not Present**  Lacks audience awareness. |

**Organization – 15 points**

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| **15.0 to >14.0 pts**  **A**  Maintains focus on topic/subject throughout response. Clear organizational structure is present with an introduction, body paragraphs (including one paragraph article summary containing article's main and supporting points), and conclusion. Should also contain insightful response conveying personal reaction to the article. | **14.0 to >13.0 pts**  **B**  Maintains focus on topic/subject for the majority of response. Organizational structure is generally present with an introduction, body paragraphs, and conclusion. For the most part, body paragraphs work together to prove the promise of the thesis statement. Makes an attempt at an insightful personal reaction and summary, but may need more work. | **13.0 to >12.0 pts**  **C**  Essay loses focus on topic/subject at times. Organizational structure of an introduction, body paragraphs, and conclusion is attempted, but lacking elements, such as an article summary or insightful response. Body paragraphs may not correspond to the promise of the thesis statement. | **12.0 to >1.0 pts**  **D-F**  Essay is disorganized and often lacks focus on topic/subject. Organizational structure of an introduction, body paragraphs, and conclusion is missing elements. Body paragraphs do not correspond to the promise of the thesis statement. May lack personal insight and/or article summary. | **1.0 to >0 pts**  **Not Present**  No clear organizational pattern. |

**Writing Fluency** (grammar, mechanics, spelling, sentence structure) – 15 points

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| **15.0 to >14.0 pts**  **A**  Skillful writing fluency, exhibits few or no mechanical errors. | **14.0 to >12.0 pts**  **B**  Reasonable writing fluency, exhibits few mechanical errors. | **12.0 to >11.0 pts**  **C**  Writing fluency exhibits several mechanical errors. | **11.0 to >1.0 pts**  **D-F**  Minimal writing fluency, exhibits numerous mechanical errors. | **1.0 to >0 pts**  **Not Present**  Writing is not fluent— unreadable |

**APA Format – 5 points**

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| **5.0 pts**  **A**  Source(s) are cited correctly in APA style, and formatting of paper is correct. | **4.0 pts**  **B**  Source(s) are cited, but there are a few errors in the reference of paper format. | **3.0 pts**  **C**  Source(s) are cited, but there are several errors in the reference or paper format. | **2.0 pts**  **D-F**  Sources are not cited and/or the reference or paper format is not correct. | **1.0 pts**  **D-F**  Some of the sources are not cited and/or the format is not correct. | **0.0 pts**  **Not Present**  Sources are not cited at all/paper or reference format is not correct |