

English Essay Rubric

	Focus	Content/Development	Organization	Style/Audience	Conventions
4	Sharp, distinct controlling point/thesis about a single topic; argument is coherent and follows a clear line of logical thinking.	Main ideas are clear and are well supported by detailed and accurate information. The paper is strong in concretion and logic.	All formal parts of the paper are fully developed (intro, body, conclusion) and are effective at communicating the line of reasoning.	Precise, illustrative use of a variety of words and sentence structures to create consistent writer's voice and tone appropriate to an academic/business audience.	Grammatically correct prose that is highly appropriate to the audience. Very few errors in grammar, mechanics, usage, or spelling.
3	Apparent point/thesis about a single topic; minor gaps in logic but the overall argument is linear and coherent.	Sufficiently developed content with adequate elaboration or explanation.	The paper exhibits minor problems with one of the required parts (intro is underdeveloped, body may not support thesis, conclusion is a little off)	The paper is generally appropriate to its audience but makes a few mistakes in register or usage.	Most sentences are well constructed; a few errors in grammar, mechanics, usage, and/or spelling, but they do not interfere with understanding.
2	No apparent thesis but evidence of a specific topic; connections between some ideas and arguments may be missing or underdeveloped.	Limited content with inadequate elaboration or explanation. Support may be abstract statements, with some attempt at concretion or an appeal to common knowledge.	Paper sticks to topic but sequence of ideas is confusing. Major paragraphing problems and/or inappropriate transitions.	The style is totally unremarkable. It does not get in the way of the content; neither does it enhance the content. Generic use of words and sentence structures.	Several errors in grammar, mechanics, or spelling that interfere with understanding or are distracting to the reader. Sometimes deviates from standard business/academic English.
1	Minimal evidence of a topic. The paper may be attempting two or more unrelated topics.	Main ideas are asserted rather than supported. The content is underdeveloped and may be supported by padding or repetition.	Paper shows substantial problems with several parts; introduction and/or conclusion may be missing or highly underdeveloped.	Minimal variety in word choice and minimal control of sentence structures. The paper may be extremely informal or attempt a false academic/legal usage.	Numerous errors in grammar, mechanics, or spelling that interfere with understanding or are highly distracting. The paper may not reflect common business/academic usage.
0	The paper is an assortment of unrelated ideas or the essay is not responding to the assignment.	The essay attempts to support ideas with appeals to the author's feelings or with statements that are false or misread source material.	Paper does not show understanding of the functions of the formal parts of the paper; the essay may be a single long paragraph.	Major problems in language level or style make the paper ineffective in communicating to its target audience.	Prose is largely incomprehensible; major grammatical and/or punctuation and/or major syntax problems at the sentence level.