

101 Rubric Cover Sheet

On the attached sheet, your essay will be evaluated according to the following criteria.

Thesis and Structure (25%)

An engaging opening paragraph is provided that

- Introduces the essay's general topic
- Inspires thinking about the topic
- Logically leads to a thesis statement.

A well-articulated thesis is provided that

- Is easily identifiable
- Clearly states the student writer's main point/argument
- Responds to the instructor's assignment
- Is supportable with evidence
- Guides the essay as a whole.

The essay has a conclusion which

- Wraps up the argument or discussion.
- Strengthens the argument/discussion.
- Moves the reader forward without introducing a new topic.
- Goes beyond mere summarizing or restating the thesis.

Body Paragraphs and Organization (25%)

Topic sentences that

- Connect each body paragraph or section back to the thesis
- Identify a specific idea or concept to be proven/explored in the paragraph/section.

Individual paragraphs

- Are focused on a central idea
- Carefully develop the topic sentence of the paragraph
- Do not digress from the main point of the essay
- Are of reasonable length.

Ideas are thoughtfully arranged

- So that it is easy to follow the paper
- With ideas building logically from one to the next
- Using transitions between paragraphs and sections to help readers move between ideas
- With a conclusion that effectively ties up the ideas and gives a sense of closure.

Analysis, Evidence & Support (25%)

Writing reflects critical thinking, a grasp of course concepts, and, where applicable, understanding of, an engagement with, texts.

Ideas are thoroughly developed, with the student writer including, as needed,

- examples
- concrete details
- data
- background information
- explanation and analysis of ideas and claims
- textual/other evidence.

Assumptions, opinions, and inferences are identified and explained, so that any claims are well-supported.

Reasoning is solid and, where emotional appeals are included, they are appropriate and not excessive.

When sources are required, they are effectively integrated, including

- Introducing the author and establishing his/her credibility
- Analyzing and discussing information from the source
- Balancing the use of quotes and paraphrase with the student writer's own voice
- Citing the source.

Language Style & Voice (10%)

Writing is academic in tone (objective, authoritative, and reasonable), avoiding both overly casual and colloquial language, as well as jargon and inflated language.

Writing demonstrates a clear sense of purpose and audience awareness.

Vocabulary and phrasing are appropriate.

The author's tone and style help establish his/her credibility as a writer/researcher.

Conventions (15%)

Student uses correct grammar, mechanics, and word choice. Sentences are clearly written and flow well.

Where sources are included, the student

- Cites all information taken from sources, including summaries, quotes, and paraphrases.
- Has included both in-text citations and full reference entries
- Correctly and consistently uses MLA or APA style
- Uses all sources listed in the bibliography.

Stoppers

These problems prevent your paper from being graded. It will be returned to you ungraded for revision.

- It's illegible (includes so many indecipherable words that no sense can be made of the response).
- It's incoherent (words are legible, but syntax is so garbled that responses make no sense).
- It's insufficient (does not include enough content to assess domains adequately).
- It's readable, but does not respond to the prompt.
- Document is blank or computer file cannot be opened.