

102 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
- Makes an arguable claim
- 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

- 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 and support the main argument of the paper
- Are of reasonable length.

Ideas are thoughtfully arranged

- So that it is easy to follow the paper
- With ideas arranged logically to bolster the student writer's argument
- 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; understanding of, and engagement with, texts; and effective application of the research process.

The student writer's argument is well formulated, including

- Making a meaningful claim
- Providing sufficient supporting evidence

- Explaining assumptions, opinions, and inferences, as needed
- Avoiding logical fallacies and excessive emotional appeals and language
- Effective handling of counter-arguments

When sources are included, they are

- Credible and reasonably current
- Effectively integrated, including
 - Introducing the author and establishing his/her credibility
 - Balancing the use of quotes and paraphrase with the student writer's own voice
- Used to support the author's argument, including
 - Being relevant to the student writer's claim
 - Providing thoughtful analysis and discussion of the source information
 - Synthesizing information from various sources to build an argument

The student writer attributes information from sources to the original author and avoids taking credit for ideas that belong to someone else.

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 in the body of the paper.

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.