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| Content |  |
| Thesis | A. Strong, original, and arguable thesis statement  B. Clear, arguable thesis statement  C. Clearly-defined but simplistic arguable thesis statement  D. Unclear or confused thesis statement  F. No thesis |
| Topic Sentences | A. Strong topic sentences in all body paragraphs  B. Clear topic sentences in all body paragraphs  C. Adequate topic sentences in most paragraphs  D. Few or unclear topic sentences  F. No topic sentences |
| Examples | A. Strong examples/details/reasons that are well-chosen, thoughtful, original and balanced which support the thesis  B. Clear examples/details/reasons that are mostly well-chosen, original, and balanced and support the thesis  C. Adequate supporting examples/details/reasons that support the thesis  D. Supporting examples/details/reasons present, but are weak, poorly developed, disconnected from the thesis, repetitive, or very unbalanced  F. No specific evidence provided or most of the example, reasons, and details are very weak and/or off topic |
| Textual Evidence | A. Textual evidence is always chosen effectively and integrated into the essay correctly and smoothly  B. Textual evidence is often chosen effectively and integrated into the essay correctly and smoothly  C. Textual evidence is often (though not always) chosen effectively and integrated into the essay correctly and smoothly  D. Textual evidence is are seldom chosen effectively or integrated into the essay correctly and smoothly  F. Lacks textual evidence |
| Signal phrases | A. Textual evidence has strong signal phrases  B. Textual evidence has signal phrases prior to quotations and correct parenthetical citations with slight errors  C. Most of the textual evidence have signal phrases prior to quotations and parenthetical citations with errors  D. Most of the textual evidence used are missing signal phrases  F. No signal phrases used before quotations (or no textual evidence provided) |
| Complexity | A. Thoughtfully, critically, and logically addresses the essay prompt and a complex and sophisticated treatment of the topic  B. Clearly and logically addresses the essay prompt and topic with some degree of depth  C. Adequately addresses the essay prompt and meets the essay requirements  D. Attempts to address the essay prompt, but may be incomplete and/or demonstrate lack of understanding of the prompt  F. Essay is incomplete or doesn’t address the prompt |
| Logic | A. A strong sense of logic (avoidance of fallacies, effective use of arguments)  B. Good sense of logic (avoidance of fallacies, effective use of arguments)  C. Some discrepancies in logic (avoidance of fallacies, effective use of arguments)  D. Major discrepancies in logic (avoidance of fallacies, effective use of arguments)  F. Frequent and major discrepancies in logic (avoidance of fallacies, effective use of arguments) |
| Organization |  |
| Essay Structure | A. Strong essay structure with informative introduction, body paragraphs, conclusion, and transitions  B. Good essay structure, with a clear introduction, body paragraphs, conclusion, and transitions  C. Adequate introduction, body paragraphs, conclusion, and transitions  D. Weak essay organization  F. No sense of organization |
| Paragraph Structure | A. Strong paragraph structure  B. Good paragraph structure  C. Adequate paragraph structure  D. Weakly organized paragraph structure  F. No sense of internal organization |
| Conventions |  |
| Sentence Structure | A. Sophisticated, varied sentence structure  B. Complex and varied sentence structure  C. Attempts made at times to vary sentence structure  D. Simplistic sentence structure  F. Lack of control over sentence structure |
| Academic Diction | A. Sophisticated, precise word choice with appropriate level of formality  B. Accurate, precise word choice with appropriate level of formality  C. Some word choice errors that do not hinder understanding with adequate level of formality  D. Significant word choice errors that may hinder meaning  F. Numerous and significant word choice errors that obscure meaning |
| Surface Errors | A. Few if any surface errors (spelling, mechanics, punctuation) that do not interfere with understanding  B. Few surface errors that do not hinder understanding  C. Some surface errors that do not hinder understanding  D. Significant surface errors that may hinder meaning  F. Major problems with surface errors that obscure meaning |
| MLA Format | A. MLA formatting followed correctly for source citations, Works Cited, and paper format  B. MLA formatting followed correctly or nearly correctly for source citations, Works Cited, and paper format  C. MLA formatting followed adequately for source citations, Works Cited, and paper format  D. MLA formatting followed inadequately for source citations, Works Cited, and paper format  F. No MLA formatting |
| Plagiarism | Elements of plagiarism |

ENGL 1A Essay Rubric Name: Assignment: