

ENGL102 Assignment Rubric	EXEMPLARY LEVEL	ACCOMPLISHED LEVEL	DEVELOPING LEVEL	BEGINNING LEVEL	Points Earned
Purpose and Audience (20 Points)	18-20: The writing engages the reader with an original approach to the subject. It may encompass conflicting ideas and inspires the reader to contemplate the relationship of complex ideas.	16-17: The writing clearly goes beyond the minimum requirements of the assignment. It attempts to engage the reader through originality and presentation of complex ideas.	14-15: The writing meets the minimum requirements of the assignment. It offers insight into the subject through basic logic and the presentation of ideas based on some evidence.	13 or below: The writing fails to meet the minimum requirements of the assignment. It offers little insight into the subject and has serious flaws in logic and omissions in evidence.	/20
Thesis and Support (20 Points)	18-20: The writing has a clearly articulated original thesis and subordinate ideas supported by reliable and relevant evidence based on original research. Main ideas are not lost in surrounding supporting evidence.	16-17: The writing has a clearly articulated thesis supported by appropriate evidence and sound logic. Minor gaps in logic and argument may appear. Main ideas can be distinguished from supporting evidence with some effort.	14-15: The writing has a clear thesis and related subordinate ideas supported by clear thinking and appropriate evidence. Logical arguments may be one-sided or incomplete.	13 or below: The writing may need a more clearly articulated thesis and/or appropriate related subordinate ideas. Fuzzy logic may be evident and adequate supporting evidence is lacking.	/20
Organization (20 Points)	18-20: The writing flows smoothly and logically from a well-defined thesis. It contains an appropriate introduction, conclusion, and smooth transitions. The essay follows the organizational method noted in the assignment details.	16-17: The writing is organized logically and flows well. An introduction and conclusion are evident, but transitions may be smoother. The essay follows the organizational method noted in the assignment details.	14-15: The writing demonstrates rudimentary organization and logical structure, but ideas may be more fully developed and supported by more appropriate evidence. The essay does not clearly follow the organizational method noted in the assignment details.	13 or below: The writing is noticeably lacking in organization. There is no clear introduction nor conclusion and ideas are neither carefully nor fully developed. Supporting evidence is clearly lacking. The essay does not follow the organizational method noted in the assignment details.	/20

Style (10 Points)	10: The writing engages the reader through an original prose style appropriate to the subject. Language is precise. Sentences are varied but not noticeably so. Active voice is apparent. All quoted or paraphrased material is properly documented and cited in MLA style. Quotations are integrated smoothly into the discussion.	8-9: The writing keeps the reader's attention through a carefully crafted prose style. Language chosen is appropriate to the subject, but may call attention to itself in minor ways. Most quoted and paraphrased material is properly documented and cited in MLA style. Quotations are integrated into the discussion	6-7: The writing is clear but could be expressed in a style more appropriate to the subject. It is jargon-free but may require a more complete explanation of some terms used. Sources are documented and cited but need to show greater consistency in use of MLA style. Quotations are dropped into the discussion	5 or below: The writing lacks clarity and is sometimes confusing. The language chosen is not appropriate to the subject nor the assignment. Sources are overly quoted or paraphrased and not adequately documented nor cited in MLA style. Quotations appear out of place and/or are dropped into the discussion	/10
Research (10 Points)	10: The essay utilizes strong and academic research (mainly peer-reviewed articles), and these sources strengthen the essay's claim. The essay meets or exceeds the required number of sources, as stated in the assignment details.	8-9: The essay utilizes academic research (mainly peer-reviewed articles), and these sources strengthen the essay's claim. The essay meets the required number of sources, as stated in the assignment details.	6-7: There is research within the essay, but most of the sources are not peer-reviewed. These sources do not serve to strengthen the essay's claim. Instead, the research serves as filler. The essay does not meet the required number of sources, as stated in the assignment details.	5 or below: The research is lacking in the essay and/or is missing altogether. The essay does not meet the required number of sources as stated in the assignment details	/10

Grammar and Mechanics (10 Points)	10: The writing is free of proofreading errors. The writing contains sentences that are always complete and grammatically correct, and free of confusion and ambiguity.	8-9: The writing may exhibit a few minor errors in proofreading, but they do not impair the flow of the reading. The writing contains sentences that are complete or which imply unstated connections and/or conclusions.	6-7: The writing could benefit from additional proofreading, as some errors impede the flow of the reading. The writing contains some grammatical errors easily corrected. Additional proofreading would help eliminate errors.	5 or below: The writing exhibits substantial errors in proofreading. The writing is confusing and ambiguous owing to substantial errors of grammar and syntax. There is no evidence of proofreading, editing, or rewriting.	/10
Formatting (5 Points)	5: Student provides a high-caliber, formatted assignment in proper MLA style.	4: Assignment presents an above-average use of formatting skills with few errors in MLA style.	2-3: Appearance of final assignment demonstrates the student's limited ability to use MLA style formatting.	0-1: Appearance of the final assignment is distracting. The number of MLA style formatting errors impedes easy reading.	/5
Annotations (5 Points)	5: The annotations give strong details about the research that was used in the essay. These annotations show that the student read the articles, are clear, and are at least two sentences each.	4: The annotations gives details about the research that was used in the essay, are clear, and are at least two sentences each.	2-3: The annotations lack detail, contain grammatical errors, and are under two sentences each.	0-1: The annotations are missing and/or are illegible.	/5
Total:					