

| ENGL102<br>Assignment<br>Rubric         | EXEMPLARY<br>LEVEL  | ACCOMPLISHED<br>LEVEL   | DEVELOPING<br>LEVEL  | BEGINNING<br>LEVEL  | Points<br>Earned |
|---|---|---|--|---|------------------|
| <b>Purpose and Audience (20 Points)</b> | <b>18-20:</b> 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. | <b>16-17:</b> The writing clearly goes beyond the minimum requirements of the assignment. It attempts to engage the reader through originality and presentation of complex ideas. | <b>14-15:</b> 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. | <b>13 or below:</b> 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.                     | <b>/20</b>       |
| <b>Thesis and Support (20 Points)</b>   | <b>18-20:</b> The writing has a clearly articulated original thesis and subordinate ideas supported by reliable and relevant evidence.  | <b>16-17:</b> The writing has a clearly articulated thesis supported by appropriate evidence and sound logic. Minor gaps in logic and argument may appear.                        | <b>14-15:</b> 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.       | <b>13 or below:</b> The writing may need a more clearly articulated thesis and/or appropriate related subordinate ideas. Fuzzy logic may be evident.  | <b>/20</b>       |
| <b>Organization (20 Points)</b>         | <b>18-20:</b> The writing flows smoothly and logically from a well-defined thesis. It contains an appropriate introduction, conclusion, and smooth transitions.                                     | <b>16-17:</b> The writing is organized logically and flows well. An introduction and conclusion are evident, but transitions may be smoother.                                     | <b>14-15:</b> The writing demonstrates rudimentary organization and logical structure, but ideas may be more fully developed and supported by more appropriate evidence.                 | <b>13 or below:</b> 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. | <b>/20</b>       |
| <b>Style (10 Points)</b>                | <b>10:</b> The writing engages the reader through an original prose style appropriate to the subject. Language is precise. Sentences are varied but not noticeably so.                              | <b>8-9:</b> 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     | <b>6-7:</b> 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          | <b>5 or below:</b> 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                                   | <b>/10</b>       |

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|  | Active voice is apparent. All quoted or paraphrased material is properly documented and cited in MLA style. Quotations are integrated smoothly into the discussion.            | in minor ways. Most quoted and paraphrased material is properly documented and cited in MLA style. Quotations are integrated into the discussion   | used. Sources are documented and cited but need to show greater consistency in use of MLA style. Quotations are dropped into the discussion  | paraphrased and not adequately documented nor cited in MLA style. Quotations appear out of place and/or are dropped into the discussion   |            |
| <b>Grammar and Mechanics (20 Points)</b> | <b>20:</b> The writing is free of proofreading errors. The writing contains sentences that are always complete and grammatically correct, and free of confusion and ambiguity. | <b>16-17:</b> 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. | <b>14-15:</b> 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. | <b>13 or below:</b> 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. | <b>/20</b> |
| <b>Formatting (10 Points)</b>            | <b>10:</b> Student provides a high-caliber, formatted assignment in proper MLA style.  | <b>8-9:</b> Assignment presents an above-average use of formatting skills with few errors in MLA style.  | <b>6-7:</b> Appearance of final assignment demonstrates the student's limited ability to use MLA style formatting.   | <b>5 or below:</b> Appearance of the final assignment is distracting. The number of MLA style formatting errors impedes easy reading.   | <b>/10</b> |
| <b>Total:</b>                            |  |  |  |   |            |