

Rubric for Assessment of the Essay

(maximum of 15 points for each essay)

| | 3 | 2 | 1 | 0 |
|--|---|---|---|---|
| INTRODUCTION Background/History Thesis Statement CONCLUSION | Well-developed introduction engages the reader and creates interest. Contains detailed background information. Thesis clearly states a significant and compelling position. Conclusion effectively wraps up and goes beyond restating the thesis. | Introduction creates interest. Thesis clearly states the position. Conclusion effectively summarizes topics. | Introduction adequately explains the background, but may lack detail. Thesis states the position. Conclusion is recognizable and ties up almost all loose ends. | Background details are a random collection of information, unclear, or not related to the topic. Thesis is vague or unclear. Conclusion does not summarize main points. |
| MAIN POINTS Body Paragraphs | Well developed main points directly related to the thesis. Supporting examples are concrete and detailed. The narrative is developed with a consistent and effective point-of-view, showing the story in detail. | Three or more main points are related to the thesis, but one may lack details. The narrative shows events from the author's point of view using some details. | Three or more main points are present. The narrative shows the events, but may lack details. | Less than three main points, and/or poor development of ideas. The narrative is undeveloped, and tells rather than shows, the story. |
| ORGANIZATION Structure Transitions | Logical progression of ideas with a clear structure that enhances the thesis. Transitions are mature and graceful. | Logical progression of ideas. Transitions are present equally throughout essay. | Organization is clear. Transitions are present. | No discernable organization. Transitions are not present. |
| STYLE Sentence flow, variety Diction | Writing is smooth, skillful, coherent. Sentences are strong and expressive with varied structure. Diction is consistent and words well chosen. | Writing is clear and sentences have varied structure. Diction is consistent. | Writing is clear, but sentences may lack variety. Diction is appropriate. | Writing is confusing, hard to follow. Contains fragments and/or run-on sentences. Inappropriate diction. |
| MECHANICS Spelling, punctuation, capitalization | Punctuation, spelling, capitalization are correct. No errors. | Punctuation, spelling, capitalization are generally correct, with few errors. (1-2) | A few errors in punctuation, spelling, capitalization. (3-4) | Distracting errors in punctuation, spelling, capitalization. |

Introduction/Conclusion _____

Main Points _____

Organization _____

Style _____

Mechanics _____

A = 13 - 15 points

B = 10 - 12 points

C = 7 - 9 points

D = 4 - 6 points

F = 0 - 3

Total Points _____ = grade of _____ Grade Equivalent (15 points maximum):