

English 101 Assessment Rubric for Common Final Assignment

Student Learning Outcomes	An Exemplary Essay:	A Skilled Essay:	A Developing Essay:	An Undeveloped Essay:
Thesis, Focus and Purpose Compose thesis statements with a focus appropriate to essays and maintain focus throughout; meet assigned topic and purpose for writing.	--asserts a clear, sophisticated, arguable thesis that can be reasonably developed in 1500-1800 words --remains focused on the thesis throughout in an immediately recognizable way --meets the assigned topic and purpose	--asserts a clear, arguable thesis that can be reasonably developed in 1500-1800 words --remains largely focused on the thesis --meets the assigned topic and purpose	--states a thesis that may not be clear or arguable or that cannot be reasonably developed in 1500-1800 words --occasionally strays from the thesis --takes inappropriate liberties with the assigned topic and purpose	--does not state a thesis or states a thesis that the writer later abandons --frequently strays from the thesis or discusses a different thesis entirely --may not meet the assigned topic and purpose
Reasoning and Support Support ideas through logical reasoning, source integration and analysis, and other appropriate evidence.	--thoroughly supports the thesis with a rich variety of evidence --consistently uses reasoning to reach logical conclusions --significantly engages the assigned common reading --accurately and effectively summarizes, paraphrases, and quotes relevant source material and offers analysis of all source material --considers and convincingly responds to varying claims	--sufficiently supports the thesis using some variety of evidence --uses reasoning to reach logical conclusions --engages the assigned common reading --summarizes, paraphrases, and quotes relevant source material in a largely accurate way with some analysis --considers varying claims and offers some response	--provides some evidence to support the thesis, but lacks variety or more is needed --conclusions may not always be based on logical reasoning --includes but does not adequately engage the assigned common reading --summarizes, paraphrases, and quotes source material with some accuracy, though source material may not be entirely relevant or analyzed --does not adequately consider or respond to varying claims	--provides insufficient evidence to support the thesis --conclusions are mostly not based on logical reasoning --does not include the assigned common reading --includes source material that is inaccurately represented or irrelevant to the argument --lacks analysis of source material --lacks consideration of varying claims
Organization Construct an easy-to-follow, logical progression of ideas and information.	--presents a logical progression of ideas based on the thesis --maintains focus within each paragraph --uses a highly effective title, introduction, and conclusion --provides clear and directive topic sentences and sophisticated transitions within and between paragraphs --includes logical paragraph breaks	--presents a largely logical progression of ideas based on the thesis --maintains focus within most paragraphs --uses a satisfactory title, introduction, and conclusion --mostly provides topic sentences and has basic transitions within and between paragraphs --includes largely logical paragraph breaks	--relies on a progression of ideas that is not entirely logical and/or is not always related to the thesis --loses focus within some paragraphs --uses an introduction and conclusion, though one or both might be limited; might be missing a title --occasionally provides topic sentences and uses transitions inconsistently within and/or between paragraphs --breaks paragraphs in ways that may not always be logical to the reader	--has a progression of ideas that is not logical and/or is not based on the thesis --does not maintain focus within paragraphs --might use a title, introduction, and/or conclusion though one or more might be limited or missing --largely fails to provide topic sentences and either does not use transitions or uses transitions that are ineffective --does not use logical paragraph breaks
Student Learning Outcomes	An Exemplary Essay:	A Skilled Essay:	A Developing Essay:	An Undeveloped Essay:

Signal Phrasing and MLA Citation Employ signal phrasing and MLA citation methods to introduce and document sources ethically.	--thoroughly integrates source material with varied and effective signal phrasing --maintains strict ethical standards and avoids plagiarism through correct and precise paraphrasing, use of quotation marks, in-text citations and an MLA works cited page --uses direct quotes sparingly and to good effect	--integrates most source material with signal phrasing --avoids plagiarism through competent paraphrasing and use of quotation marks, and mostly correct in-text citations and an MLA works cited page --relies somewhat too much on direct quotes	--largely lacks clear signal phrasing --includes some weak paraphrasing, errors in the use of quotation marks, and/or errors in the in-text citations or an MLA works cited page --uses direct quote where paraphrase or summary would be more appropriate	--lacks signal phrasing --includes weak or inadequate paraphrasing and/or significant errors in the use of quotation marks --includes significant errors in the in-text citations and/or an MLA works cited page, or lacks one or both of these --might be unintentionally plagiarizing sources because of the above weaknesses --might use direct quotation to the exclusion of paraphrase and summary
Voice & Style Uses vocabulary and sentence structure appropriate to a college-level audience and purpose.	--effectively engages an academic audience --employs varied sentence structures for style and reader interest --exhibits a precise and sophisticated vocabulary	--targets an academic audience --uses varied sentences, but may occasionally repeat certain structures and lengths --exhibits largely effective word choice though there may some misuse, ineffective repetition, and/or a minimal use of slang/cliché.	--does not consistently engage an academic audience --exhibits some lack of control over sentence structures, possibly repeating a simple syntax or creating a needlessly complex syntax --may be limited by an inadequate vocabulary, with word choice that is imprecise, repetitive, and/or reliant on slang and cliché	--lacks awareness of an academic audience --lacks control of sentence structures, relying on careless or received patterns --uses an imprecise and simplistic vocabulary that might also contain deceptive or inflammatory language and that might be heavily reliant on slang and cliché
Writing Conventions and MLA Page Layout Use conventions of standard written English and page layout to facilitate reading.	--does not display any serious patterns of error --maintains a consistent point of view and appropriate use of tense --contains very few mistakes with syntax, grammar, and punctuation, and none that interfere with meaning --correctly uses MLA standards for page layout	--may display patterns of error, which do not interfere with meaning --rarely strays from a consistent point of view and an appropriate use of tense --features occasional mistakes with syntax, grammar, and punctuation, but not enough to significantly interfere with meaning --largely uses MLA standards for page layout correctly with few mistakes	--displays patterns of error that either distract or sometimes interfere with meaning --tends to stray from a consistent point of view and appropriate use of tense --approaches standard written English, but significant mistakes with syntax, grammar, and punctuation make meaning unclear at points --approaches the use of MLA standards for page layout	--displays serious patterns of error that substantially interfere with meaning --lacks control over point of view and tense --does not show mastery of the conventions of standard written English, and serious mistakes with syntax, grammar, and punctuation compromise clear communication --does not display knowledge of MLA standards for page layout

A student's overall grade is determined by the balance of assessments; however, an "Undeveloped" assessment in one or more areas might lead to an overall failing assignment grade. (For instance, if a student has intentionally or unintentionally plagiarized or if the submitted work does not meet the assigned topic and purpose, these issues alone could lead to a failing grade.)