ENGL 1301 Essay Rubric English Dept. SPC	UNITY *Thesis, Topic Sentences, Purpose, Audience*	SUPPORT *Details, Logic, Use of Sources*	COHERENCE *Organization, Transitions, Title, Introduction, Conclusion*	SENTENCE SKILLS *Grammar, Point of View, Paper Format, Word Choice, Sentence Variety*
(5)	• No revision needed	• No revision needed	• No revision needed	• No errors
(4.75) **Superior**	• Clear, specific **thesis** states the topic and the claim • All **topic sentences** strongly support the thesis and body paragraphs are unified around their topic sentences • Essay conveys a clear **purpose** and discernment of distinctive **audience**	• Body paragraphs contain abundant, fresh **details** and examples that provide specific, concrete, **logical** evidence • If applicable, credible outside **sources** are integrated smoothly and cited appropriately (MLA/APA)	• Excellent, logical **organization** (emphatic order, chronological order, etc.) • Sophisticated use of **transitions** • Original **title**; interesting **introduction** includes thesis and helpful context • Graceful, thought-provoking **conclusion** that restates thesis	• No major errors (frag, FS, CS, S/V agr, pronoun ref/agr, verb); virtually free of other **grammar**, spelling, wrong word, punctuation, mechanical, **point of view** errors. Correct **paper format**. • Effective, powerful **word choice** and **sentence variety** (simple, compound, complex)
(4.25) **Strong**	• **Thesis** adequately states the topic and the claim • All **topic sentences** directly support the thesis and body paragraphs display unity • Essay conveys good awareness of **purpose** and **audience**	• Body paragraphs well-developed with specific **details**, examples, and sound **logic** • If applicable, credible outside **sources** are integrated correctly and cited appropriately (MLA/APA)	• **Organization** of ideas is clear and helpful • Logical, helpful use of **transitions** • Effective **title**; **introduction** presents thesis and context • **Conclusion** restates thesis and provides satisfying closure	• 1 or 2 major errors (frag, FS, CS, S/V agr, pronoun ref/agr, verb); very few other **grammar**, spelling, wrong word, punctuation, mechanical, or **point of view** errors. Correct **paper format**. • Good **word choice** and variety of **sentence** patterns
(3.75) **Acceptable**	• **Thesis** is stated, but may lack a strong claim or be obvious/predictable • **Topic sentences** adequately support the thesis; 1 error in paragraph unity • **Purpose** and **audience** adequately conveyed	• Body paragraphs contain relevant **details** or **logical** reasons but need more specific examples/evidence • If applicable, credible outside **sources** are usually integrated and cited appropriately (MLA/APA)	• **Organization** of ideas is satisfactory • **Transitions** are logical • Adequate **title**; **introduction** states thesis but may be underdeveloped or unoriginal • **Conclusion** restates thesis; lacks closure	• 3 or 4 major errors (frag, FS, CS, S/V agr, pronoun ref/agr, verb); some other **grammar**, spelling, wrong word, punctuation, mechanical, or **point of view**, errors, but not distracting • **Paper format** and **word choice** mostly accurate; adequate **sentence variety**
(3.25) **Developing**	• **Thesis** announces topic but no claim; contains more than one idea; or is too vague, too broad, or too narrow • **Topic sentences** not tied to thesis; 2 errors in paragraph unity • Essay conveys little awareness of **audience** or **purpose**	• **Details** are sparse or vague; consist of generalizations, clichés, or repetition • If applicable, **sources** are insufficient, not always integrated correctly, and/or not always cited appropriately (MLA/APA)	• **Organization** attempted but disjointed or confusing • **Transitions** are sparse • Uninspired **title**; weak **introduction** or consists of thesis statement only • **Conclusion** fails to restate thesis or ends abruptly	• 5 or 6 major errors (frag, FS, CS, S/V agr, pronoun ref/agr, verb); several other **grammar**, spelling, wrong word, punctuation, mechanical, or **point of view** distract from content • Some **paper format** errors; some slang and ineffective **word choices**; little or no variety in **sentence** pattern/length
(2.75) **Unacceptable**	• **Thesis** illogical, incomplete, missing: essay lacks focus on one central idea • **Topic sentences** missing, so body paragraphs lack unity • Essay ignores the **purpose** and **audience**	• **Details** are **illogical**, irrelevant, or missing from body paragraphs • If required, outside **sources** are not credible, missing or mishandled, and/or **plagiarism** is evident	• **Organization** is incoherent • **Transitions** missing or illogical • **Title** and/or **introduction** missing or thesis missing from introduction • **Conclusion** missing	• 7 major errors (frag, FS, CS, S/V agr, pron ref/agr, verb); numerous other **grammar**, spelling, wrong word, punctuation, mechanical, **POV** errors • Several **paper format** errors; several slang and ineffective **word choices**; multiple **sentence** structure errors
(0) **No Credit**	An essay may receive no credit if it does not fulfill the assignment or disregards instructions (ex. unapproved topic).	In some cases, **plagiarism** can result in no credit for the essay, regardless of how the essay performs on other criteria.	Other issues:	If errors (major or minor) seriously affect the readability of an essay, the paper will receive an F.
Final Grade	**Unity Score _____ +** Student:_____Section:____ Instructor:_____Semester:_____	**Support Score _____ +**	**Coherence Score _____ +** **Total Score _____ X 5 = _____ %**	**Sentence Skills Score _____ =**