

## ACADEMIC WRITING PROGRAM RUBRIC

<b>CENTRAL IDEA/PURPOSE</b> Does the essay respond to the assignment? Is the central idea sustained throughout the draft? Are the ideas strong and creative?			
EXCELLENT (A) Essay establishes a strong sense of purpose in response to the assignment and develops it in a creative and insightful way.	GOOD (B) Essay establishes a purpose but is inconsistent in developing it; argument is made with some insight and creativity.	COMPETENT (C) Essay fulfills the requirement in part; it establishes the central idea partially or without clarity; ideas are largely correct but lack creativity and insight.	INSUFFICIENT (D) Piece fails to fulfill the requirement but is still a complete essay; ideas are conventional and main claim is either absent, poorly articulated or unfocused.
<b>ENGAGEMENT WITH TEXT(S):</b> Is the source material fairly and adequately represented? Is there a balance between the cited material and the writer's voice? Does the writer go beyond summary to analyze the source material and present additional or more nuanced views?			
EXCELLENT (A) Essay gives the reader a good sense of source material, demonstrating that author has read and thought about the text(s) carefully; analysis doesn't stop at summary but introduces additional ideas, perspectives, or concepts; source material is relevant, and has been integrated into the body of the essay smoothly.	GOOD (B) Essay goes beyond summary, but may not demonstrate a nuanced/insightful understanding of the sources; distinction between the author's voice and the cited texts is mostly clear; cited material is relevant and well integrated into the body of the essay.	COMPETENT (C) Sources are relevant but not always sufficient or well integrated; essay doesn't always demonstrate a careful reading or full understanding of the source(s); boundary between the writer's voice and the sources is sometimes unclear; author mostly summarizes, without sufficient analysis or insight; source material is distorted or misrepresented.	INSUFFICIENT (D) Source material is irrelevant, insufficient, or poorly integrated; author fails to demonstrate full knowledge or understanding of cited source(s); the essay relies largely on summary, with little analysis or insight.
<b>ENGAGEMENT WITH TEXT(S) II: Are the sources properly cited?</b>			
EXCELLENT (A) Essay consistently uses proper academic documentation.	GOOD (B) Essay uses proper academic documentation in most cases	COMPETENT (C) Citations are largely incorrect or inconsistent.	INSUFFICIENT (D) Essay lacks appropriate citation.
<b>ARGUMENTATION:</b> Are the essay's rhetorical strategies (including audience awareness, ethos, validity of claims, quantity and quality of supporting evidence) successful?			
EXCELLENT (A) Essay offers a number of strong claims; author anticipates objections and refutes them; all claims are supported with strong, relevant evidence; ideas are creative, significantly elaborated and logically argued.	GOOD (B) Essay shows some awareness of readers' expectations and needs; claims are logical and largely supported with relevant evidence; most ideas are sufficiently elaborated.	COMPETENT (C) Essay shows little audience awareness; argumentative logic is weak or inconsistent; ideas are mostly superficial and/or insufficiently supported with evidence.	INSUFFICIENT (D) Essay shows no awareness of readers' needs or expectations; author makes unsupported claims; ideas lack depth – essay moves from idea to idea without sufficient elaboration.
<b>ORGANIZATION:</b> Is the development of ideas throughout the essay (from a clear introduction that includes the essay's main claim, through a series of cohesive paragraphs linked by strong transitions, to a relevant conclusion) successful?			
EXCELLENT (A) Essay has a compelling introduction, clear and focused main claim (thesis), fully developed paragraphs linked by interesting transitions, and a thoughtful conclusion; progression of ideas has a clear direction and momentum.	GOOD (B) Essay is well organized, but uneven: some paragraphs or paragraph transitions may be weaker than others; paragraphs are generally cohesive; most ideas are introduced, explored and concluded; essay as a whole has a clear sense of progression.	COMPETENT (C) Essay shows a discernible progression of ideas, even though the overall structure has some flaws; paragraphs may lack focus or strong transitions, and the conclusion or introduction may be mechanical; the essay tends to lose focus.	INSUFFICIENT (D) Essay shows an attempt at creating an overall structure, even if it is not sustained throughout; paragraphs don't cohere, and ideas are not clearly introduced, explored or concluded; essay shifts from topic to topic and lacks a sense of progression.
<b>USE OF LANGUAGE:</b> What is the writer's control of language on the level of syntax (sentence structure), word choice, and punctuation?			
EXCELLENT (A) Language is fresh and vivid, with varied sentence structure and rich vocabulary; author uses context-appropriate tone; there are no errors of format or grammar; the skillful/creative use of language makes the piece a pleasure to read.	GOOD (B) Style is strong, if not inventive; word choice and syntax are mostly varied and precise; essay may contain minor problems with grammar, with a few instances of redundancy or stale phrasing.	COMPETENT (C) Style is repetitive, with limited vocabulary and syntax; sentence-level, word choice or punctuation problems interfere with the reader's understanding and enjoyment of the essay.	INSUFFICIENT (D) Problems with phrasing and syntax seriously interfere with the reader's understanding and enjoyment of the essay; author might need additional help with selected aspects of grammar or punctuation (see CAST).
<b>REVISION PROCESS:</b> Has the writer revised the draft extensively and successfully?			
EXCELLENT (A) Progress from initial notes, through intermediate drafts, to the final draft is clearly visible; author has revised the piece creatively, thoroughly and thoughtfully; revision is not limited to surface corrections of style and grammar, but involves all levels of the text, resulting in a notably transformed and improved essay.	GOOD (B) Progress from initial notes, through intermediate drafts, to the final draft is clearly visible; author has revised early versions of the piece with some depth and thoughtfulness; revision is not limited to surface corrections of style and grammar, but involves all levels of the text, resulting in an improved essay.	COMPETENT (C) Progress across drafts is visible but not consistent; author has revised early versions of the piece, although the revision is not always thorough or creative; nevertheless, the changes go beyond surface corrections of style and grammar, and result in an improved essay.	INSUFFICIENT (D) Some progress across drafts is visible, but the revision is not always thorough or creative; changes barely go beyond surface corrections of style and grammar, but do result in a partially improved essay.