English 125 Essay Rubric

1. Thesis and Argument

\_\_\_A: Has a strong, precise thesis that makes an original claim; identifies thoughtful, even intriguing points of analysis that can be well supported by information from sources. All claims and observations made advance the thesis.

\_\_\_B: Has a strong thesis that makes a claim; identifies points of analysis that can be supported by information from sources. Most claims and observations made advance the thesis.

\_\_\_C: Has a thesis that makes a claim, but it may be too general; identifies some points of analysis that can be supported by information from sources. Claims and observations made are not thoroughly connected to the thesis.

\_\_\_D: Has a thesis that describes or observes rather than making a strong claim; identifies only one or two points of analysis that are partially supported by information from the sources. Claims and observations are partially connected to the thesis.

\_\_\_F: Has no thesis; does not identify points of analysis. May make unrelated claims and observations.

1. Use of Evidence

\_\_\_A: Interprets quotations and paraphrases from all sources accurately and connects them effectively to support every claim.

\_\_\_B: Interprets quotations and paraphrases from all sources accurately and connects them effectively to support some or most claims.

\_\_\_C: Interprets quotations and paraphrases from some sources accurately and connects them to support some claims. May use sources in an unbalanced or sometimes inconsistent way.

\_\_\_D: Some quotations and paraphrases are interpreted accurately; others may be misinterpreted. Sources are only loosely connected to the claims.

\_\_\_F: Most quotations and paraphrases are not interpreted accurately. Little to no support is provided for the claims made in the paper.

1. Structure

\_\_\_A: Each paragraph has a clear topic sentence that identifies a unique main point and how that point relates to the thesis; the order of the paragraphs advances the argument of the paper.

\_\_\_B: Most paragraphs have a topic sentence that identifies the main point and how it relates to the thesis; paragraphs are arranged in a logical order.

\_\_\_C: Some paragraphs have topic sentences that identify the main point but not how that point connects to the thesis; some paragraphs seem well placed, others may seem out of order.

\_\_\_D: Few paragraphs have topic sentences; many paragraphs seem out of order.

\_\_\_F: Paragraphs lack topic sentences and/or the structure and relationship of paragraphs to each other is not clear.

1. Language and Sentence Control

\_\_\_A: Is written clearly and precisely and with appropriate formality; shows evidence of careful editing and proofreading.

\_\_\_B: Is written clearly and with appropriate formality with only occasional editing and proofreading errors that do not interfere with reading comprehension.

\_\_\_C: Is sometimes written clearly. May have some sentence level errors such as fragments, run-ons, etc., or questionable word choices that generally do not interfere with reading comprehension. May have difficulty maintaining consistent formality and academic tone.

\_\_\_D: Is not consistently written clearly. Has sentence level errors or questionable word choices that interfere with reading comprehension and/or struggles to establish academic tone.

\_\_\_F: Is not written clearly. Has many sentence level errors or questionable word choices that make reading comprehension difficult and/or is written in an informal register not appropriate to the assignment.

1. Presence of plagiarism

\_\_\_F Paper Grade:\_\_\_\_\_\_\_\_\_\_\_\_\_\_