

Rubric for Essays (Appendix 1)
California State University, Sacramento

STUDENT _____ DATE _____
TOPIC _____

	1 Beginning	2 Developing	3 Good	4 Competent
Thesis: the extent to which the writing establishes a clear thesis to the reader	<ul style="list-style-type: none"> Thesis is missing and/or absence of relevant evidence and details. (12.5 or below) 	<ul style="list-style-type: none"> Thesis is ambiguous or very vague or ignores the purpose of the assignment; evidence loosely related to the writing task. Details are not clear. (13-14.5) 	<ul style="list-style-type: none"> Thesis is somewhat clear but evidence sometimes is inadequate to support all statements. Details are general and not specific. Topic may be too big (15-16.5) 	<ul style="list-style-type: none"> Although not original, thesis is fairly clear and matches the writing task. , although evidence supports all statements. Details are present but not developed (17-18.5)
Knowledge of Conventions: the extent to which the writing exhibits conventional spelling, accent marks; punctuation, and grammar	<ul style="list-style-type: none"> Shows no mastery of conventions; poor grammar; virtually no mastery of sentence construction rules; does not communicate. Dominated by errors of spelling, punctuation, and accent marks; <i>meaning is lost</i>. (12.5 or below) 	<ul style="list-style-type: none"> Major weaknesses in grammar that cause significant distraction; frequent errors in word order, agreement, tense, number, articles, pronouns, prepositions; reads like a translation from English.. Frequent errors of spelling, punctuation, and accent marks; <i>meaning is confused or obscured</i>. (13-14.5) 	<ul style="list-style-type: none"> More frequent errors in word order, agreement, tense, number, articles, pronouns, prepositions. More errors of spelling, punctuation, and accent marks; <i>meaning is obscured in some areas</i>. (15-16.5) 	<ul style="list-style-type: none"> Few grammatical errors that cause the reader some distraction; effective but simple constructions; several errors in word order, agreement, tense, number, articles, pronouns, prepositions. Occasional errors of spelling, punctuation, and accent marks; <i>meaning seldom obscured</i>. (17-18.5)
Organization and Coherence: the extent to which the writing maintains direction, focus, and coherence	<ul style="list-style-type: none"> There is little no organization to the paper. No explicit relationships among ideas in the paper. Many one-sentence paragraphs. Writer makes no attempt to use transition words and phrases. There is no beginning or end to the paper. Ideas seem scrambled, jumbled, disconnected. Paper is confusing. The details do not fit with the main idea or story. Many unnecessary ideas are included. (12.5 or below) 	<ul style="list-style-type: none"> There is little organization to the paper. Frequent digressions; loose connection of ideas. Serious omissions or underdevelopment. Writer makes little attempt to use transition words and phrases. A lot of the writing does not connect to the main idea or story. Ending is missing or does not connect to the story or main idea. A lot of unnecessary ideas are included. (13-14.5) 	<ul style="list-style-type: none"> A title is present. The paper is somewhat organized, but seems unfinished. Many irrelevant ideas/paragraphs included; many ideas omitted or not fully developed. Writer makes an inconsistent attempt to use some basic transition words or phrases. It is not clear how some details are connected to the main idea or story. Some of the details are not in the right spot or are unnecessary. (15-16.5) 	<ul style="list-style-type: none"> An appropriate title is present. The ideas and details are mostly presented in logical order. Some irrelevant ideas/paragraphs included; some ideas are omitted or not fully developed. Writer makes a consistent attempt to use some transitions words and phrases to show the relationships among ideas. Transition from one idea to next somewhat fluid. Paper seems complete. Few ideas are unnecessary. (17-18.5)
Sentence/fluency: the extent to which the writing incorporates a variety of sentence patterns and flows smoothly from one idea to the next	<ul style="list-style-type: none"> Writer uses simple sentences. Most of the sentences are unclear. Paper is difficult to read. Difficult time identifying where one idea ends and the next begins. (12.5 or below) 	<ul style="list-style-type: none"> The writer makes some attempt to include different sentence patterns but with awkward or uneven success. Paper does not flow smoothly. Sentences are choppy or awkward and many parts are difficult to read (13-14.5) 	<ul style="list-style-type: none"> The writer makes some attempt to include a range of varied sentence patterns. Some parts of the paper are difficult to read. (15-16.5) 	<ul style="list-style-type: none"> The writer effectively incorporates a range of varied sentence patterns to reveal syntactic fluency. Paper flows smoothly, but has some rough spots. (17-18.5)
Vocabulary: the extent to which the writing incorporates precise and extensive range of words and idioms	<ul style="list-style-type: none"> Vocabulary is essentially translation; invented words; clear projection from English. Word choices are confusing, unclear, or inappropriate. <i>Meaning is unclear</i>. (12.5 or below) 	<ul style="list-style-type: none"> Although vocabulary is not all translation, Word choices make the writing unclear to the reader. <i>Word choices confuse the meaning</i> (13-14.5) 	<ul style="list-style-type: none"> Adequate range of vocabulary. Word choices get the message across but frequent errors of word/idiom form, choice, and usage. <i>Meaning is not obscured</i>. (15-16.5) 	<ul style="list-style-type: none"> Adequate range of vocabulary. Occasional errors of word/idiom form, choice, and usage, <i>but meaning is not obscured</i>. The writer uses some interesting words and phrases that are clear. (17-18.5)

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