

## ESSAY 2: RUBRIC

### Essay 2: Critique

FYW Program, Dept. of English, University of West Georgia

Category/ Grade	A	B	C	D	F	Assessment
<b>Critique/ Thesis (30%)</b>	<p>The thesis offers an insightful evaluation of the text that clearly identifies the strengths/weaknesses in the author's argument.</p> <p>The body effectively evaluates the accuracy, logic, and credibility of the author's claims and provides specific evidence from the text to support the evaluation.</p>	<p>The thesis offers an evaluation of the text that clearly identifies the strengths/weaknesses in the argument, though it may lack some sophistication.</p> <p>The body effectively evaluates the accuracy, logic, and credibility of the author's claims but more depth or evidential support may be needed.</p>	<p>The thesis evaluates the text's strengths/weakness but may lack clarity or depth.</p> <p>The body evaluates the accuracy, logic, and credibility of the author's claims, but evaluation is general at times, only providing adequate evidence in some places.</p>	<p>The thesis lacks clarity or a critical lens.</p> <p>The body is overly general and lacks critical depth due to inadequate support.</p>	<p>No discernable thesis related to the prompt.</p> <p>Little to no evidence of critique in the body of the paper.</p>	
<b>Summary (20%)</b>	<p>Summary provides a brief, unbiased, and sophisticated restatement of the text without oversimplification of ideas.</p> <p>Summary demonstrates a clear understanding of the text.</p> <p>Uses summary/paraphrase effectively as evidential support for the critique. Proper in-text citations used when needed.</p>	<p>Summary provides a brief, unbiased, and effective restatement of the text, though some ideas may be over-simplified.</p> <p>Uses summary/paraphrase as evidential support for the critique, though may lack some sophistication. Proper in-text citations used when needed.</p>	<p>Summary is largely objective and concise, but may include occasional bias, miscomprehension, and/or oversimplification of ideas.</p> <p>Uses summary/paraphrase for evidential support, though more evidence and development may be needed. Minimal problems with in-text citations.</p>	<p>Summary rests primarily on opinion and/or demonstrates miscomprehension of the text's ideas and/or ideas are consistently oversimplified.</p> <p>Essay lacks effective use of summary/paraphrase for evidential support and/or lacks in-text citations.</p>	<p>Summary of the assigned essay is either not present or significantly under-developed, highlighting pervasive patterns of miscomprehension, bias, and over-simplification.</p>	

Essay 2: Rubric

<p><b>Organization &amp; Development (20%)</b></p>	<p>Provides an effective organizational structure that includes sophisticated introductory and conclusion paragraphs. All body paragraphs include well-developed summary and critique with strong topic sentences, effective sequencing of ideas and smooth transitions.</p>	<p>Provides an organizational structure that includes an effective introduction and conclusion. Body paragraphs include well-developed summary and critique with effective topic sentences, sequencing of ideas and transitions, though some development may be needed.</p>	<p>Includes an introduction and conclusion, though some development may be needed. Body paragraphs include well-developed summary and critique, most containing recognizable topic sentences. Sequencing of ideas and transitions may be illogical or lacking at times.</p>	<p>Includes an introduction and conclusion, yet they contain ambiguities or irrelevant information. Body paragraphs include summary and critique, but sequencing of ideas is illogical or hard to follow. Ineffective transitions.</p>	<p>The essay lacks an organizational strategy on both the paragraph and sentence levels.</p>	
<p><b>Style, Grammar &amp; Syntax (20%):</b></p>	<p>Tone is rhetorically effective, and ideas are clearly articulated using precise word choice and varied sentence structures. Grammar, spelling, and punctuation are conventionally appropriate with very few errors, none of which interferes with coherence.</p>	<p>Tone is rhetorically effective, and ideas are clearly articulated using precise word choice and varied sentence structures, though some sentences may include minor phrasing or word choice issues. Contains no distracting patterns of grammar, spelling and punctuation errors.</p>	<p>The essay has no pervasive pattern of sentence-level incoherence, but tone is inconsistent, sometimes lacking sentence variety and effective word choice. Includes some distracting, but not serious, problems in grammar, spelling and punctuation.</p>	<p>The essay contains patterns of sentence-level incoherence and lacks sentence variety and effective word choice. Includes many distracting errors in grammar, spelling, and punctuation.</p>	<p>Serious sentence-level incoherence, no sentence variety and ineffective word choice. Grammar, spelling, and punctuation errors obstruct meaning.</p>	
<p><b>Format &amp; Basic Requirements (10%):</b></p>	<p>Adheres to <i>all</i> assignment requirements regarding MLA formatting, length, and topic.</p>	<p>Adheres to assignment requirements concerning length and topic with very few MLA formatting issues.</p>	<p>Mostly adheres to assignment requirements concerning length and topic with few MLA formatting issues.</p>	<p>Fails to adhere to essay length or topic requirements and includes consistent MLA formatting issues.</p>	<p>Fails to adhere to all assignment requirements, the prompt, and/or includes plagiarism.</p>	