

# ESSAY 1: RUBRIC

## Essay 1: Summary/Response

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

Category/Grade	A	B	C	D	F	Assessment
<b>Summary &amp; Critical Reading (25%)</b>	<p>Neutrally and accurately synthesizes the main ideas and argument of text, along with key supporting claims, in original language.</p> <p>Demonstrates deep intellectual engagement with and understanding of material.</p>	<p>Accurately summarizes main argument in original language, may overlook one or two key supporting points.</p> <p>Demonstrates engagement with and solid understanding of material.</p>	<p>Accurately summarizes the main argument in original language though summary may be overly general, vague or overlook key supporting claims.</p> <p>Demonstrates surface level engagement with material and limited, if accurate, understanding.</p>	<p>Captures some of the main ideas, though missing a summary of the larger argument. Most in original language.</p> <p>Little engagement with text and/or partial understanding of material. May interject opinion rather than neutrally summarizing the author's ideas.</p>	<p>Mainly quotes from or relies too heavily on original wording and/or inaccurately represents the author's argument and/or summary focuses on personal opinion rather than neutrally presenting the text.</p> <p>Demonstrates little to no engagement with the text and/or inaccurate understanding.</p>	
<b>Response/Thesis (25%)</b>	<p>The thesis demonstrates insightful engagement with and a clear, detailed, compelling argument in response to the text, regarding its effectiveness or significance.</p>	<p>The thesis demonstrates engagement with text and a clear compelling argument in response to the text, regarding its effectiveness or significance, though may be lacking in specificity or detail.</p>	<p>The thesis clearly responds to text, though argument may be vague or lacking in critical engagement.</p>	<p>The thesis lacks clarity or a clear argument/engagement with text.</p>	<p>No discernable thesis. Little to no evidence of engagement with or understanding of the text.</p>	

Essay 1: Rubric

<p><b>Organization &amp; Development (20%)</b></p>	<p>Provides an effective organizational structure that includes sophisticated introductory and conclusion paragraphs.</p> <p>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.</p> <p>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.</p> <p>Body paragraphs include 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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Includes many distracting errors in grammar, spelling, and punctuation.</p>	<p>Serious sentence-level incoherence, no sentence variety and ineffective word choice.</p> <p>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>	