

Kristen Martin
ENG 2150-HMWF
Essay 1 Grading Rubric

Category	Doesn't Meet Requirement	Minimally Meets Requirement	Meets Requirement	Exceeds Requirement
<p>Intellectual problem and claim (30 pts) Student develops ideas into a focused, compelling argument. The question guiding the student's inquiry (or intellectual problem) is clear to the reader, and the claim offers an answer to that question that allows the reader a much deeper understanding of the relationship of the text.</p>	<p>0-5 pts Demonstrates no clear intellectual problem and a lack of engagement with the assignment and its purpose</p>	<p>5-15 pts Demonstrates an attempt at articulating an intellectual problem and claim which is ultimately unclear to readers</p>	<p>15-25 pts Demonstrates a clear and focused articulation of intellectual problem and claim that deepens the reader's understanding of each text and the relationship between them.</p>	<p>25-30 pts Contains a focused, compelling problem and claim. The claim is complex and contestable, and provides a much richer understanding of the problem than what we begin with. Motive ("so what") is articulated clearly.</p>
<p>Close reading (30 pts) Provides in-depth analysis of passages from the text, going beyond summary and considering the various elements that make up a text. Utilizes close reading skills to draw out the implications of how and why the author is making formal/stylistic choices and what the effects of those choices are on the reader. Roots all claims about quotes and the text in observations.</p>	<p>0-5 pts There is no tangible close reading of the text. Writer may jump directly from quote to claim.</p>	<p>5-15 pts Close reading might stall out at level of summarizing the texts, or might not develop a deeper understanding of the intellectual problem or build towards the main claim.</p>	<p>15-25 pts Demonstrates clear close readings of passages from the texts, utilizing observations and claims. The close readings are tied to the resolution of intellectual problem and development of claim.</p>	<p>25-30 pts Demonstrates detailed and astute close readings of the texts that seek to draw out the implications and significance of what is being said. The close readings are tied to the resolution of the intellectual problem and development of claim.</p>
<p>Use of reader-based prose (10 pts) Student takes into account the needs of his/her audience in providing necessary context throughout.</p>	<p>0-2 pts Overwhelming presence of writer-based prose/lack of awareness of audiences' needs</p>	<p>3-5 pts Demonstrates an attempt at reader-based prose, but there is unevenness/missing information that is necessary context for the reader.</p>	<p>6-8 pts The student has taken into account the needs of the audience throughout the essay by presenting necessary context, especially when introducing quotes.</p>	<p>9-10 pts Student consistently uses reader-based prose throughout the essay, taking care to contextualize the text and each quote. Writing is clear throughout; there are no points of confusion for the reader.</p>

<p>Organization; cohesion and coherence (10 pts) The essay proceeds with a clear beginning, middle, and ending, with clear and cohesive transitions between each paragraph. All of the paragraphs add up to a larger whole.</p>	<p>0-2 pts Lack of a clear organizational strategy; attempts to follow the writer's essay become difficult</p>	<p>3-5 pts Unevenness in cohesion and coherence are present; reader struggles to follow the writer's essay at times</p>	<p>6-8 pts Demonstrates a logical progression of thought with clear transitions between paragraphs. Each paragraph adds up to a larger whole.</p>	<p>9-10 pts Piece is well organized in logical, clear, and even compelling or creative ways that add to the writer's argument and purpose. The transitions between paragraphs represent momentum that compels the reader to continue reading.</p>
<p>Style and grammar (10 pts) Student demonstrates sophistication in word choice, syntax, and sentence structure. Student writes in an engaging manner that creates an experience for his/her audience. Student strives for proper grammar and usage.</p>	<p>0-2 pts Demonstrates poor word choice and/or awkward syntax throughout, and little or no variety in sentence structure. May also contain extensive errors in grammar, usage, and spelling so that comprehending the writer's argument is difficult.</p>	<p>3-5 pts Demonstrates poor word choice, awkward syntax, and a lack of variety in sentence structure to the degree that readers are distracted from the writer's argument. May also contain grammar errors that were previously pointed out by instructor.</p>	<p>6-8 pts Demonstrates appropriate word choice for the audience and purpose; syntax and sentence structure are varied and engaging.</p>	<p>9-10 pts Demonstrates a high level of sophistication and variety in word choice, syntax, and sentence structure. Student may also make compelling use of figurative language to illustrate points for the reader.</p>
<p>MLA citation style (5 pt)</p>	<p>0 pts Student does not utilize MLA citation style.</p>	<p>1-4 pts Student utilizes MLA style, but there might be errors in use of in-text citations, block quotes, or works cited.</p>	<p>5 pts MLA citation style is applied correctly throughout the paper.</p>	
<p>Represents a revision from the first draft (5 pts) Student's final essay is a significant revision from earlier draft.</p>	<p>0 pts Student has not revised at all.</p>	<p>1-2 pts Student has only done surface-level editing.</p>	<p>3-4 pts Student has revised significantly. For example, student has re-structured the essay or completely re-written areas.</p>	<p>5 pts Student has revised significantly in ways that demonstrate re-thinking of the project and its aims and has reached more complex and insightful analysis as a result.</p>