

**Kristen Martin**  
**ENG 2150 HMWF**  
**Essay 2 Grading Rubric**

Category	Doesn't Meet Requirement	Minimally Meets Requirement	Meets Requirement	Exceeds Requirement
<p><b>Intellectual problem and claim (25 pts)</b>  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 issue at hand.</p>	<p>0-5 pts  Demonstrates no clear intellectual problem and a lack of engagement with the assignment and its purpose</p>	<p>6-15 pts  Demonstrates an attempt at articulating an intellectual problem and claim which is ultimately unclear to readers</p>	<p>16-20 pts  Demonstrates a clear and focused articulation of intellectual problem and claim that deepens the reader's understanding of the research problem. The claim, however, might not represent a synthesis of the sources and an "I-say"</p>	<p>21-25 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. The claim represents a synthesis of the work throughout the essay. Motive ("so what") is articulated clearly.</p>
<p><b>Work with sources (30 pts)</b>  Sources are cited appropriately according to MLA style and are utilized in order to develop background and to illuminate our understanding of the intellectual problem. Argument sources are introduced, their perspectives are analyzed, and they are tied back to the exhibit and intellectual problem.</p>	<p>0-5 pts  Inappropriate source use (lack of citations) and/or insufficient use of sources to develop background and argument.</p>	<p>5-15 pts  Background is established appropriately, but work with argument sources might be insufficient. Argument sources might not be introduced or tied to problem and exhibit.</p>	<p>15-25 pts  Background is established appropriately, and argument sources are utilized in order to shed new light on the intellectual problem and exhibit. Argument sources are introduced and their perspectives analyzed/explained.</p>	<p>25-30 pts  Demonstrates detailed and astute analysis of sources that draws out the implications and significance of what is being said. The argument sources are used to illuminate different facets of the intellectual problem and exhibit, and background is incorporated in compelling ways.</p>
<p><b>Conversation among sources (5 points)</b></p>	<p>0 pts  No attempt was made to put the argument sources into conversation or to elucidate the relationship among their perspectives</p>	<p>1-2 pts  Uneven or inconsistent attempts at putting sources into conversation</p>	<p>2-3 pts  A conversation among sources emerges, but a synthesis of their perspectives might be missing</p>	<p>4-5 pts  The relationship and conversation among all the argument sources is clear and compelling, and we see how their</p>

				perspectives come together/synthesize to lead into the claim.
<b>Exhibit (10 points)</b>	0-2 pts No clear exhibit emerges in the course of the essay.	3-5 pts An exhibit is introduced in the beginning of the essay, but it is abandoned shortly thereafter.	6-8 pts The exhibit is clearly introduced and used to organize the research essay. It is returned to several times over the course of the essay, with new light shed on it.	9-10 pts The exhibit is introduced in a clear and compelling manner and is woven throughout the research essay. Our understanding of the exhibit deepens and shifts with each new argument source, and we leave the essay with a nuanced perspective on the exhibit.
<b>Use of reader-based prose and cohesion and coherence (10 pts)</b> Student takes into account the needs of his/her audience in providing necessary context throughout. 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	0-2 pts Overwhelming presence of writer-based prose/lack of awareness of audiences' needs. Lack of a clear organizational strategy; attempts to follow the writer's essay become difficult.	3-5 pts Demonstrates an attempt at reader-based prose, but there is unevenness/missing information that is necessary context for the reader. Unevenness in cohesion and coherence are present; reader struggles to follow the writer's essay at times.	6-8 pts The student has taken into account the needs of the audience throughout the essay by presenting necessary context. Demonstrates a logical progression of thought with clear transitions between paragraphs. Each paragraph adds up to a larger whole.	9-10 pts Student consistently uses reader-based prose throughout the essay, taking care to contextualize the essays and each quote. Writing is clear throughout; there are no points of confusion for the reader. Piece is well organized in logical, clear, and even compelling or creative ways that add to the writer's argument and purpose.
<b>Style and grammar (10 pts)</b> 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.	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,	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	6-8 pts Demonstrates appropriate word choice for the audience and purpose; syntax and sentence structure are varied and engaging.	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

	and spelling so that comprehending the writer's argument is difficult.	also contain grammar errors that were previously pointed out by instructor.		illustrate points for the reader.
<b>Represents a revision from the first draft</b> (5 pts) Student's final essay is a significant revision from earlier draft.	0 pts Student has not revised at all.	1-2 pts Student has only done surface-level editing.	3-4 pts Student has revised significantly. For example, student has re-structured the essay or completely re-written areas.	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.
<b>Proposal and annotated bibliography</b> (5 pts)	0 pts The proposal and annotated bibliography was not completed			5 pts The proposal and annotated bibliography was completed.