

# Essay Rubric

Name \_\_\_\_\_

Date \_\_\_\_\_

Score \_\_\_\_\_/20

	4	3	2	1
Thesis Originality and Clarity	Develops fresh insight that challenges the reader's thinking; The thesis and purpose are clear to the reader.	The thesis is somewhat original, and the thesis and purpose are fairly clear.	The thesis may be obvious or unimaginative. The thesis and purpose are somewhat vague.	The thesis is missing, or the reader cannot determine what the thesis is.
Organization	Fully & imaginatively supports thesis & purpose. Sequence of ideas is effective.	Organization supports thesis and purpose. Transitions are mostly appropriate.	There are some signs of logical organization. May have abrupt or illogical shifts & ineffective flow of ideas.	Unclear organization; organizational plan is inappropriate or cannot be identified.
Support/Reasoning	Substantial, logical, & concrete development of ideas. Assumptions are made explicit. Details are pertinent, original, and convincingly presented.	Offers solid but less original reasoning. Assumptions are not always recognized or made explicit. Contains some appropriate details or examples	Offers somewhat obvious support that may be too broad. Details are too general, irrelevant to thesis, or inappropriately repetitive	Offers simplistic, undeveloped, or cryptic support for the ideas. Inappropriate or off-topic generalizations, faulty assumptions, errors of fact
Use of Sources	Uses sources to support, extend, and inform, but not substitute writer's own development of idea. Combines material from a variety of sources, incl. pers. observation, scientific data, authoritative testimony. Doesn't overuse quotes.	Uses sources to support, extend, and inform, but not substitute writer's own development of idea. Doesn't overuse quotes, but may not always conform	Uses relevant sources but lacks in variety of sources and/or the skillful combination of sources. Quotations & paraphrases may be too long and/or inconsistently referenced	Neglects important sources. Overuse of quotations or paraphrase to substitute writer's own ideas. (Possibly uses source material without acknowledgement.)
Use of Language	Demonstrates command of formal, academic language with few (if any) grammar or sentence errors.	Demonstrates adequate control of formal, academic language, though there are some grammar and/or sentence errors.	Demonstrates poor control of formal, academic language, and contains numerous grammar and/or sentence errors.	Demonstrates no command or control of formal, academic language, and contains an excessive number of grammar and/or sentence errors.

Adapted from: <https://www.neiu.edu/~neassess/gened.htm#rubric>