PART D: MULTI PARAGRAPH RESPONSE RUBRIC /20 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**CONTENT: thesis, originality and depth of ideas, development and elaboration of points, use of support, quality of the writer’s analysis.**

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| 10 9 8 | 7 | 6 | 5 | 4 3 2 1 0 |
| * Very insightful thesis-well beyond the obvious * Superior elaboration and development of original ideas * Direct and/or indirect references strongly support thesis * Examples are woven into the writer’s prose in such a way that the writer’s ideas are strengthened and validated * Writer has clarified how the examples prove the point and ultimately the thesis extremely effectively * Excellent focus and purpose for all ideas expressed. | * Thesis arguable and insightful. * Logical, effective arguments * Competent elaboration and development of somewhat original ideas (points of proof) * Direct and/or indirect references support thesis reasonably well * The writer has consistently connected examples and quotations to the point being discussed * Ideas are always related back to the thesis * Good focus and purpose for most ideas expressed. The reader rarely stopped to wonder what the point of a comment was | * An acceptable thesis-somewhat arguable * Adequate elaboration and development of standard ideas * You state ideas you don’t fully prove or develop * More indirect references would have added a strength to your essay * More direct references would have added a strength to your essay * Examples need stronger connections to the points being made * Points were not always tied clearly back to the thesis * Sufficient focus and purpose for most of the essay | * Weak thesis-barely arguable * Limited elaboration and development of basic ideas * You state ideas that you don’t’ prove or explain * More indirect examples are needed * Direct references to the text should be used more often * It was not always clear why you were discussing an idea or mentioning an example * Unclear focus and purpose in parts of the essay | * Unclear thesis or no thesis. Thesis is not arguable and/or provable and/or worth proving * Little or no elaboration and development of simplistic ideas * Few or no indirect examples used to support ideas * Very few or no quotations used to support ideas * Unclear arguments, your point is unclear in significant portions of the essay * Blurred focus and purpose * Ideas/wording not belonging to the writer seem to have been used but not acknowledged. |

**STYLE: organization (formal essay style), coherence (transitions and repetition), diction and integration of examples, clarity of expression, level of language.**

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| 5 | 4 | 3 | 2 | 1 0 |
| * Opening paragraph introduces topic skillfully, identifies the topic effectively, foreshadows the points of proof skillfully and establishes thesis strongly at the end of the paragraph * Opening hook strongly grabs the reader’s attention and is both original and thought provoking * Highly effective organization of ideas presented in mature paragraphs * Excellent coherence created through skillful transitions and repetition * Conclusion skillfully reinforces thesis & main points of proof & leaves reader with a thought-provoking statement about topic as a whole | * Opening paragraph introduces topic clearly, foreshadows direction of main argument and establishes thesis clearly * Opening creates some reader interest * Effective organization of ideas presented in focused paragraphs * Good coherence created through the use of basic transitions and repetition * Mostly precise. At times wording did not strongly enhance the ideas but it was clear * Conclusion clearly reinforces thesis & main points of proof & leaves reader with a statement about topic as a whole | * Opening paragraph introduces topic sufficiently, foreshadows most of the argument and establishes thesis * Opening does not create strong reader interest. It lacks originality or coherence * Sufficient coherence * Conclusion somewhat reinforces thesis & main points of proof & leaves reader with a brief statement about topic as a whole | * Opening paragraph weakly introduces topic, does not adequately foreshadow the argument and/or establish thesis * Limited organization of ideas presented in brief paragraphs * Limited coherence at times-few transitions and repetition * Conclusion does not adequately reinforce thesis & main points of proof & does not leave reader with a brief statement about topic as a whole | * Opening paragraph does not introduce topic, does not foreshadow the argument and/or establish thesis clearly * Little or no organization of ideas presented in illogical paragraphs * Little or no coherence-no transitions and repetition * Too much informal, imprecise diction * Conclusion inadequate or not evident * The understanding of the writing style of an academic essay has not been demonstrated to the standard required |

**CONVENTIONS/MECHANICS: spelling, grammar, sentence structure, punctuation.**

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| 5 | 4.5 4 | 3.5 3 | 2.5 2 | 1 0 |
| * Nearly flawless spelling and grammar   (employs complex grammatical structures)   * Mature, well-developed paragraphs * Excellent sentence structure * Verb tense is consistent, likely present tense * Punctuation accurate. * The flow of ideas was never interrupted due to mechanical errors | * A few minor spelling and grammar errors (employs consistent and relatively accurate use of structures studied) * Focused paragraphs (most) * Good sentence structure * Verb tense mostly consistent * Punctuation was mostly accurate * The flow of ideas was rarely interrupted due to mechanical errors or careless typographical errors | * Several spelling and grammar errors   (uses some of the structures studied with numerous grammatical errors)   * Some verb tense inconsistency * Adequate paragraphs * Some sentence structure errors * Punctuation errors were evident * Verb tense inconsistencies * The reader was distracted from the ideas by mechanical or careless errors | * Many major spelling and grammar errors (uses few of the structures studied with many errors which interfere with communication) * Verb tense inconsistency was distracting * Brief paragraphs * Sentence structure errors * Numerous punctuation errors * Errors distracted the reader from the ideas | * Spelling and grammar errors impair comprehension at times * Underdeveloped paragraphs * Weak sentence structure * Verb tense inconsistencies were distracting * Significant errors make the writing below standard for this course |