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.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 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.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  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.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 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
 |