

English 101 Rubric

English 101 emphasizes academic writing that analyzes issues using more than one text. In dealing with complex issues and ideas, the writer should acknowledge that complexity and avoid simplistic analyses.

Scores 6= superior/ A 5= strong/ B 4= adequate/ C 3= marginal/ D 2= very weak/ F 1= non-responsive, off topic or plagiarized	Comment areas: a. response to the topic appropriate to the audience and purpose b. understanding and use of the reading/topic c. quality and clarity of thought d. organization, coherence, development, and support e. syntax and command of language f. grammar, usage and mechanics
--	--

Glendale Community College English 101 Rubric (Draft, 4/2/03)	
An 6 ("A") paper commands attention; it is extraordinary work that more than fulfills the requirements of the assignment. A typical 6 ("A") paper:	
a. addresses the prompt in an innovative way, with a clear sense of audience and purpose and an insightful thesis b. demonstrates a thorough critical understanding of the reading(s) by interpreting them and relating them skillfully to the writer's point c. shows clarity of thought in that each section of the essay develops the thesis with persuasive reasoning and specific, conclusive evidence; it may use such techniques of analysis and argumentation as cause and effect, analogy, and logical evaluation of issues or claims d. is coherent, strategically organized and developed; this generally means that there are a clear thesis (stated or implied), a clear scheme of organization, unified paragraphs, skillful connections between and among ideas, and well-chosen and specific reasons and examples e. is written in a mature and precise style with varied sentence structure and carefully chosen words. <i>How</i> the writer says things is as excellent as <i>what</i> the writer says f. shows strong evidence of careful editing since it contains very few grammatical and/or mechanical errors and is correctly documented using MLA format where appropriate	
A 5 ("B") paper is clearly above average and more than meets the requirements of the assignment. A typical 5 ("B") paper:	
a. addresses the prompt clearly; it has a clear thesis that is appropriate to the audience and purpose; however, the thesis may not be as interesting or insightful as in the 6 ("A") essay b. demonstrates a sound critical understanding of the reading(s) by incorporating well-chosen passages and ideas to support the writer's point c. demonstrates some depth and complexity of thought, though reasoning and evidence may not be uniformly conclusive and convincing d. is coherent, well organized and developed, with a thesis (stated or implied), unified paragraphs, smooth connections between and among ideas, and points supported by appropriate reasons and examples e. indicates that its writer can usually choose words effectively and vary sentences, though the style may be less mature and precise than in the 6 ("A") essay f. shows evidence of editing since there are few grammatical and/or mechanical errors. It properly documents sources using MLA format where appropriate	

A 4 ("C") paper is satisfactory work that meets the requirements of the assignment. A typical 4 ("C") essay:

- a. responds to the prompt in general and demonstrates some awareness of audience and purpose; however, the thesis may lack the precision of that in a 5 ("B") essay
- b. demonstrates a generally accurate understanding of the reading(s) by incorporating source material, though the passages and ideas chosen may not be entirely effective or related to the writer's point
- c. presents a reasoned response, but the reasoning and presentation of evidence may be somewhat simplistic and/or repetitive
- d. has an organizational plan with unified paragraphs, clear connections between and among ideas, and support for the writer's thesis; however, some details, transitions, or connections may be lacking
- e. is written in a generally clear style with accurate wording and some sentence variety, though it may demonstrate less syntactic complexity and variety than the typical 5 ("B") essay
- f. shows some evidence of editing in that there are relatively few grammatical or mechanical errors--not enough to interfere with readability--and documentation, in MLA format is adequate

A 3 ("D") paper demonstrates developing competence and a serious attempt to fulfill the assignment, but is flawed in some significant way(s).. A typical 3 ("D") essay:

- a. responds to some aspects of the topic but may reflect little awareness of audience and/or the thesis or implied thesis may be illogical or too broad or vague
- b. demonstrates some understanding of the reading(s), but may misconstrue or make limited use of them in developing a response or fail to relate them to the writer's point
- c. demonstrates thought on the writer's part, but may lack focus and/or clear reasoning, and supporting ideas or evidence may be contradictory, repetitive, or inadequately linked to the thesis
- d. has a minimal organizational plan but may fail to group ideas into coherent, focused paragraphs with adequate and appropriate support
- e. is written in a style characterized by frequently imprecise word choice and/or repetitive or flawed sentence patterns
- f. shows little evidence of editing in that grammatical and mechanical errors interfere with readability; documentation may be incomplete or inaccurate

A 2 ("F") paper may attempt to meet the requirements of the assignment, but it is seriously flawed. A typical 2 ("F") essay:

- a. indicates confusion about the prompt or neglects important aspects of it and may lack awareness of audience and/or a relevant thesis
- b. demonstrates little or no understanding of the reading(s) or fails to use them in developing a response
- c. shows little thinking-through of the topic; supporting ideas, if any, may consist of vague notions and/or errors in reasoning or fact
- d. may display little or no sense of organization, paragraphing, coherence, development, or support
- e. is written in a style that demonstrates little or no control of syntax and/or vocabulary
- f. shows no evidence of editing in that numerous errors in grammar, usage, and mechanics frequently interfere with meaning; documentation may be incomplete, inaccurate, or absent

A "1/ ____" paper is non-responsive, off topic or plagiarized. Non-responsive essays that are otherwise well-written, may be scored with a 1/____ score, with the first score indicating the essay is non-responsive, off topic, or plagiarized, and the second score referring to the quality of the writing.

Note: Readers should not penalize ESL writers excessively for slight shifts in idiom, problems with articles, confusion over prepositions, and occasional misuse of verb tense and verb forms, so long as such features do not obscure meaning.

Students with learning disabilities should have been granted accommodations at the time of writing; thus no accommodations should be granted in the grading process.