

## Student Writing Assessment Rubric

All Entering Essays will be evaluated holistically by faculty readers who will use the rating scale given below:

- 6** An **exceptional** essay – thoughtful, perceptive, and mature – that contains a clear thesis and relevant support. It is well organized, detailed, and responsive to all parts of the writing prompt. Sentences are varied and grammatically correct; word choice is highly appropriate; and errors in grammar, punctuation, spelling, and usage are rare.
- 5** A **strong**, responsive essay that contains a thesis and well-organized support. It shows skill in sentence construction and variety, although errors may occur in especially complicated sentences. Word choice is appropriate. Occasional errors in grammar, punctuation, spelling and usage do not interfere with meaning. A 5 paper typically has a less fluent and complex style than a 6 but does show that a writer can choose words accurately, vary sentences effectively, and observe the conventions of written English.
- 4** An **adequate** essay that contains a supported thesis and is generally well organized, although digressions and omissions may occur. Sentences are correct enough to be clear, but some may be unsophisticated, unvaried, or awkward. Word choice is usually appropriate, even though vocabulary might be limited. Although errors in grammar, punctuation, and spelling may appear throughout the paper, they are easily corrected and do not interfere with meaning.
- 3** An **ineffective and limited** essay that fails to develop the topic adequately. The thesis is vague or somewhat off the assigned topic. Support too often consists of general statements rather than specific details or examples. Sentence structure is monotonous and unsophisticated; word choice is inappropriately informal; and frequent errors in grammar, punctuation, spelling, and usage interfere with meaning.
- 2** A **seriously limited** essay whose thesis, if given, is irrelevant or severely underdeveloped. Supporting details and examples are rare. Sentence structure is elementary, fragmented, and often unclear. Word choice is informal, more appropriate to conversation than to academic writing. Sound-alike words are frequently confused, and vocabulary is juvenile. Numerous errors in grammar, punctuation, spelling, and usage seriously interfere with meaning.
- 1** An **unacceptable** piece that shows no understanding of the assignment, has no clear thesis or pattern of organization, is too brief to judge, or is deeply marred by nonstandard grammar, punctuation, spelling, and word usage.
- 0** No essay written, does not answer given prompt (written on wrong topic)