**Evaluation rubric for essays**

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| **Content** |
| Excellent: answers all questions completely; analysis is logically consistent; outstanding research/support for analysis and argument; factually correct |
| Good: answers all questions, but perhaps not all equally well; analysis is generally consistent; good research/ support; factually correct |
| Fair: answers question, but does not address all elements adequately; analysis good in spots, but generally superficial; research/support often inadequate for assertions; may contain factual errors |
| Poor: superficially answers question or gives simple summary of events; little analysis; little or no research/support; contains major factual errors |
| Unacceptable: doesn’t answer question or is consistently off-topic |

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| **Organization** |
| Excellent: tight paragraphs with good topic sentences; great transitions; gripping introduction with clear thesis; persuasive conclusion |
| Good: structured paragraphs; introduction with thesis statement; conclusion |
| Fair: poorly-organized paragraphs; either missing an introduction or a conclusion; poor or no thesis statement |
| Poor: no introduction and no conclusion; long disorganized paragraphs; no thesis statement |
| Unacceptable: no organization; rambling, disjointed mess |

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| **Style** |
| Excellent: near flawless prose; very few awkward constructions; no grammatical errors |
| Good: clear prose; few awkward constructions; one or two grammatical errors |
| Fair: readable prose; several awkward constructions; between three and five grammatical errors |
| Poor: barely decipherable prose; many awkward constructions; more than five grammatical errors |
| Unacceptable: incoherent prose |