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| EC1 / EC1 –ALP ESSAY RUBRIC | | | | | |
| Student ID: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Instructor/Class: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | |
| Grade Range | | | | |  |
|  | A | B | C | D/F | Grade |
| Thesis  (or Main Claim, for a non-thesis driven paper) | Writer demonstrates clarity of thought in a sustained, original thesis. | Thesis is explicit, meaningful, and sustained. | Thesis is present but may be vague or unexpressed. | Paper has no real thesis. Does not address question. |  |
| Use of Text(s)  (if applicable; otherwise, use of supporting detail or material) | Writer engages with text(s) in thoughtful, subtle and original ways. | Writer engages with and correctly interprets text(s) and supplies some insights. Draws useful connections between texts. | Writer engages with and correctly interprets text but with limited insight. Draws limited connections between texts. | Writer ignores, misinterprets, or over-generalizes about the text, or summarizes portions of the text not relevant to the assignment. |  |
| Organization | Organization and relationships between and within paragraphs are logical, fluid, and clear. | Writer shows clear, organized relationship between paragraphs and thesis. | Essay structure is present, but paragraphs are undeveloped and/or lack clear relationships to thesis and/or one another. | Paper lacks structure and/or coherence within or between paragraphs. |  |
| Presentation | Paper has minimal errors. Clear and compelling voice. Creative use of varied and complex vocabulary and sentence structures. | Paper has no pattern of errors. Appropriate vocabulary and sentence variety and complexity. | Paper has occasional serious errors (eg. verb forms, sentence fragments, etc.) that do not obscure meaning. Rudimentary vocabulary and/or sentence structure. | Paper has errors so severe or frequent that meaning is obscured. Limited vocabulary. |  |
| Paper Grade | | | | |  |
| Notes: | | | | |  |