

FRESHMAN PROCESS WRITING RUBRIC

	MISSING 5	SOME 6	ADEQUATE 7	GOOD 8	VERY GOOD 9	EXCELLENT 10
FOCUS (x 3)	<ul style="list-style-type: none"> • Writing demonstrates no understanding of the task. • Thesis is missing or off topic. • Writing does not focus on thesis. 	<ul style="list-style-type: none"> • Writing demonstrates an uncertain understanding of the task. • Thesis attempts to establish writer's purpose, but is too vague. • Writing demonstrates weak focus on thesis with few examples that may not connect to thesis and are mostly summary. 	<ul style="list-style-type: none"> • Writing demonstrates a limited understanding of the task. • Thesis establishes writer's purpose. • Writing demonstrates inconsistent focus on thesis by using examples that do not always connect to thesis and/or lapse into summary. 	<ul style="list-style-type: none"> • Writing demonstrates a clear understanding of the task. • Thesis clearly establishes writer's purpose. • Writing maintains focus on thesis throughout essay by using examples. 	<ul style="list-style-type: none"> • Writing demonstrates a clear understanding of the task. • Thesis establishes writer's purpose more effectively than 8. • Writing maintains focus throughout essay by connecting examples to thesis. 	<ul style="list-style-type: none"> • Writing demonstrates a clear understanding of the task. • Thesis clearly establishes writer's purpose in a thought-provoking and original way. • Writing maintains focus throughout essay by connecting multiple examples and details to thesis.
CONTENT (x 3)	<ul style="list-style-type: none"> • Introduction is missing. • Writing uses little or no examples and supporting evidence. • Writing contains no explanations of examples and supporting evidence. • Conclusion may be missing. 	<ul style="list-style-type: none"> • Introduction does not establish context of the essay. • Writing uses limited examples and supporting evidence, but they may be off-topic or inaccurate. • Writing contains brief explanations of examples and supporting evidence. • Essay attempts to draw to conclusion. 	<ul style="list-style-type: none"> • Introduction attempts to establish context of the essay. • Writing uses examples and supporting evidence, some of which may be off-topic or unclear. • Writing contains limited and/or repetitive explanations of examples and supporting evidence. • Essay draws to conclusion, but may repeat introduction. 	<ul style="list-style-type: none"> • Introduction establishes context of the essay. • Writing uses good examples and supporting evidence. • Writing contains clear explanations of examples and supporting evidence. • Essay effectively draws to conclusion without repeating introduction. 	<ul style="list-style-type: none"> • Introduction establishes interest and context of the essay. • Writing uses examples and supporting evidence more effectively than 8. • Writing contains clear and varied explanations of examples and supporting evidence. • Essay effectively draws to conclusion by emphasizing importance of topic. 	<ul style="list-style-type: none"> • Introduction establishes interest and context of the essay in an original way. • Writing uses effective range of specific examples and supporting evidence. • Writing contains clear, varied, and convincing explanations of examples and supporting evidence. • Essay effectively draws to conclusion by emphasizing importance of topic in a thought-provoking and original way.
STYLE / VOICE (x 2)	<ul style="list-style-type: none"> • Writing demonstrates no awareness of audience. • Writing does not present an appropriate voice for the task. • Diction and syntax are not appropriate and/or impair understanding. 	<ul style="list-style-type: none"> • Writing demonstrates little awareness of audience. • Writing presents an inconsistent voice for the task. • Diction and syntax are often appropriate, but may interfere with understanding at times. 	<ul style="list-style-type: none"> • Writing demonstrates a vague awareness of audience. • Writing presents an appropriate but inconsistent voice for the task. • Diction and syntax are appropriate, but vague and/or repetitive. 	<ul style="list-style-type: none"> • Writing demonstrates a clear awareness of audience. • Writing maintains an appropriate voice for the task. • Diction and syntax are appropriate, mostly concrete and specific. 	<ul style="list-style-type: none"> • Writing demonstrates a clear and appropriate awareness of audience. • Writing maintains an appropriate and clear voice for the task. • Diction and syntax are appropriate and varied. 	<ul style="list-style-type: none"> • Writing demonstrates a clear and appropriate awareness of audience. • Writing maintains an appropriate, creative, and original voice for the task. • Diction and syntax are appropriate, varied, and sophisticated.
ORGANIZATION	<ul style="list-style-type: none"> • Not in multi-paragraph format. • No topic sentences in body paragraph(s). • Topic sentences do not guide paragraphs or support thesis. • No transitions are used in the essay. 	<ul style="list-style-type: none"> • Paragraphs have unclear order. • Not all body paragraphs may feature topic sentences. • Topic sentences inadequately guide paragraphs and may not support thesis. • Some transitions are used in essay and/or they interfere with readability. 	<ul style="list-style-type: none"> • Paragraphs have some order within the essay. • Not all body paragraphs feature topic sentences. • Topic sentences unevenly guide paragraphs and/or support the thesis. • Some transitions are used in the essay. 	<ul style="list-style-type: none"> • Paragraphs have a clear order throughout the essay. • All body paragraphs feature topic sentences. • Topic sentences guide the paragraphs and connect them to the thesis. • Transitions are present within and among all paragraphs. 	<ul style="list-style-type: none"> • Paragraphs have a clear order that contributes to the overall effectiveness of the essay. • All body paragraphs feature topic sentences. • Topic sentences guide the paragraphs and connect them to the thesis more effectively than 8. • Varied transitions within and among paragraphs make the essay easy to read. 	<ul style="list-style-type: none"> • Paragraphs have a logical order that enhances the overall effectiveness of the essay. • All body paragraphs feature topic sentences. • Topic sentences thoughtfully guide the paragraphs and connect them to the thesis. • Sophisticated transitions within and among paragraphs make the essay highly readable.
MECHANICS	<ul style="list-style-type: none"> • Essay does not meet the assigned criteria. • Numerous grammatical errors seriously impair understanding. • Essay is not in MLA format. 	<ul style="list-style-type: none"> • Essay meets only some of the assigned criteria. • Many grammatical errors in essay. • Essay is in MLA format, but with many errors. 	<ul style="list-style-type: none"> • Essay meets most of the assigned criteria. • Essay is edited, but contains multiple errors. • Essay is in MLA format with few/minor errors. 	<ul style="list-style-type: none"> • Essay meets all of the assigned criteria. • Essay is edited for grammar, but may contain a few minor errors. • Essay is in MLA format. 	<ul style="list-style-type: none"> • Essay meets all of the assigned criteria. • Essay is thoroughly edited for grammar. • Essay is in MLA format. 	<ul style="list-style-type: none"> • Essay meets all of the assigned criteria. • Essay is thoroughly edited for grammar. • Essay is in MLA format.