

## Writing Evaluation Rubric – College Composition II (English 150)

**Name:**

**Date:**

<b>Categories and Qualities</b>	<b>Five: Excellent 5</b>	<b>Four: Good 4</b>	<b>Three: Competent 3</b>	<b>Two: Emerging 2</b>	<b>One: Limited 1</b>	<b>Total Score</b>
<p><b><u>Content:</u></b></p> <p>Demonstrates understanding of the readings through summary and explanation of relevant material.</p> <p>Develops an essay that presents a focused response to the writing assignment, making appropriate and coherent connections among all parts of the assignment.</p>	<p>Demonstrates superior and critical understanding of readings through accurate summary, full explanation, and insightful analysis of relevant sections.</p> <p>Addresses the writing assignment fully, analytically, critically and imaginatively with superior focus and coherence.</p>	<p>Demonstrates strong understanding of readings through accurate summary, with appropriate explanation and analysis of relevant sections.</p> <p>Addresses the writing assignment fully and analytically, with strong focus and coherence.</p>	<p>Demonstrates overall understanding of readings through appropriate summary and explanation, with some analysis.</p> <p>Addresses all parts of the writing assignment with adequate focus and coherence throughout.</p>	<p>Demonstrates generally accurate understanding of readings although summary or explanation may be incomplete or not fully relevant.</p> <p>Addresses all or most parts of the writing assignment adequately, but focus may lapse briefly or connection may be missing.</p>	<p>Demonstrates partial understanding of the readings through summary or explanation, but understanding is flawed and/or explanation is incomplete.</p> <p>Addresses some parts of the writing assignment or addresses all parts superficially; focus or coherence may break down at several points.</p>	
<p><b><u>Development:</u></b></p> <p>Ideas are clearly organized, paragraphs present a clear purpose with appropriate explanations and illustrations.</p>	<p>Astute analysis and perceptive explanations of ideas and observations. Effective and compelling use of references from the writer’s readings and own experiences as supporting examples and illustrations.</p>	<p>Fully explains and discusses ideas; strong and compelling use of references from the writer’s readings and own experiences as supporting examples and illustrations.</p>	<p>Explains ideas and assertions completely with adequate and relevant use of support from the writer’s readings and/or experiences.</p>	<p>Explains ideas and assertions fully, although discussion may lapse in focus or supporting examples may be weakly connected or at times incomplete or irrelevant.</p>	<p>Some ideas in paragraphs may be connected, but explanation or clarification may be weak or missing; use of examples may be incomplete, irrelevant or missing.</p>	
<p><b><u>Documentation:</u></b></p> <p>Incorporates all aspects of MLA documentation and guidelines. Includes references to the readings as support for own thoughts, identifying sources formally and/or informally. Demonstrates consistency between in-text citations and Works Cited page.</p>	<p>Makes insightful connections and distinctions between readings and own ideas; integrates references smoothly into essay and identifies them consistently and correctly.</p> <p>Adheres to all MLA guidelines and formatting (see page 2). Writer keenly integrates more than the required number of sources; in-text citations all correspond to the Works Cited page.</p>	<p>Makes analytical connections and perhaps distinctions between readings and own ideas; integrates references into essay and identifies them consistently and correctly.</p> <p>Adheres to all MLA guidelines and formatting (see page 2). Writer integrates the required number of sources; in-text citations all correspond to the Works Cited page.</p>	<p>Makes and explains appropriate connections between readings and own ideas, identifies references consistently and correctly.</p> <p>Adheres to most of the MLA guidelines and formatting (see page 2). Writer uses the required number of sources; in-text citations mostly correspond to the Works Cited page.</p>	<p>Makes some connections between readings and own ideas but they may not all be appropriate or adequately explained; identifies most references consistently and correctly.</p> <p>Minimally adheres to MLA guidelines and formatting (see page 2). Writer uses fewer than the required number of sources; in-text citations minimally correspond to the Works Cited page.</p>	<p>Makes few or unwarranted connections between readings and own ideas; may identify references inconsistently or incorrectly.</p> <p>Writer does not adhere to MLA guidelines and formatting (see page 2). Writer uses few to no sources; in-text citations do not correspond to the Works Cited page.</p>	
<p><b><u>Language and Mechanics:</u></b></p> <p>Communicates clearly and effectively, using appropriate conventions of language (e.g., grammar, spelling, punctuation).</p>	<p>Communicates with precision and enhanced expression through highly effective use of vocabulary and sentence variety; infrequent, if any, lapses in use of conventions.</p>	<p>Communicates effectively throughout the essay, with few lapses in use of conventions.</p>	<p>Communicates clearly throughout most of the essay; sentences may contain some lapses in use of conventions, but these rarely impede comprehension.</p>	<p>Generally communicates clearly throughout the essay although lapses in use of conventions may at times impede comprehension or prove distracting.</p>	<p>Communicates clearly at times, showing some ability to use conventions, but whole sections are unclear or errors frequently impede comprehension.</p>	

**Total Score:**

**Final Grade:**