

This rubric presents a generalized version of the department's evaluation. Your teacher's guidelines may vary, especially in relation to such factors as the emphases of class instruction, previous work, and specific requirements of individual assignments. This is not intended to replace or supersede your teacher's evaluation measures. Rather, it is intended to offer an overview of the sorts of factors which generally contribute to--or detract from--success in writing in our general education English courses.

	A Paper	B Paper	C Paper	D Paper	F Paper
Thesis and Development	Has a lucid, significant, perceptive response to the topic, which is fully developed.	Has a lucid, significant, response to the topic, which is fully developed.	Has a discernible controlling idea or thesis, which responds to the topic; generally developed.	Has a discernible controlling idea or thesis, which responds, but is underdeveloped or trite.	No responsive thesis, or response is not developed at all.
Support	Concrete, relevant details and examples.	Concrete, relevant details and examples.	Some superficial or trite generalizations, or facts with little comment.	Underdeveloped and trite generalizations; sketchy or irrelevant facts.	Little or no support for generalizations or merely lists of examples.
Audience Awareness	Structure, supports, and tone demonstrate consideration of audience and purpose.	Awareness evidenced mainly in either structure and supports or tone.	Awareness evidenced only marginally in appropriate use of structure and support or tone.	Awareness slightly evident in appropriate use of structure and support or tone.	Seems to exist for the writer only.
Paragraphing and Logical Progression	Coherent paragraphs progress through necessary, evident stages; includes transitions.	Generally coherent paragraphs progress through necessary stages; includes transitions.	Generally coherent paragraphs that may be unwieldy or confusing; limited or predictable transitions.	Little or no attempt at cohesion; progression is confused or haphazard; little or no use of transitions.	Little or no cohesion; confused and haphazard progression; little or no use of transitions.
Sentence Structures and Word Choice	Varied sentence structure; word choice is precise, fresh, and economical.	Clear sentences; some stylistic variation; word choice is precise, if not economical or fresh.	Clear but sometimes loose or basic sentences; word choice is occasionally imprecise and flawed.	Little attention to sentence structure or revision; word choice is often flawed or inadequate.	Basic/choppy or rambling/incoherent sentences; little or no evidence of revision; inadequate word choice.
Grammar Errors	Absent or so limited as not to disrupt the essay's readability in any way.	Minimal or so limited as not to disrupt the essay's readability in any major way.	Occasionally disrupt the essay's readability.	So pervasive as to disrupt consistently the essay's readability.	So pervasive as to disrupt seriously and consistently the essay's readability.