

English 16 Course Rubric

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Part of an in-archives exercise at <http://www.teacharchives.org/exercises/research-annotations/>

	A/A-	B+/B	B-/C+/C	C-	D	F
Focus, Purpose, Thesis (controlling Idea)	Engaging, full development of a clear thesis appropriate to assignment purpose.	Competent and well-developed thesis; thesis represents sound, adequate understanding of the assigned topic.	Mostly intelligible ideas; thesis is weak, unclear, too broad.	Mostly simplistic and unfocused ideas; little or no sense of purpose or control of thesis.	Ideas are extremely simplistic, showing signs of misunderstanding the prompt; thesis is essentially missing or not discernible.	Shows complete confusion about the topic or inability to grasp it; thus conspicuous absence of thesis and lack of purpose.
Content, Support & Development (evidence)	Originality and depth of ideas supported by consistent evidence; ideas work as a unified whole and show ability to integrate texts; points supported; support is valid and specific.	Ideas supported sufficiently and work together to demonstrate ability to integrate texts; support is sound, valid, and logical.	Main points and ideas are only indirectly supported; fair integration of texts; support isn't sufficient or specific, but is loosely relevant to main points.	Insufficient, non-specific and/or irrelevant support with little or poor interaction with texts.	Lack of support for main points; frequent and illogical generalizations without support and poor or no interaction with texts.	Clear absence of support of main points .and poor or no interaction with texts.
Structure, Organization	Organization is sequential and appropriate to assignment; paragraphs are well developed and divided; ideas are linked with smooth, effective transitions.	Competent organization without sophistication. competent paragraph structure; satisfactory transitions.	Limited attempts to organize around a thesis; paragraphs are mostly stand-alones with weak or non-evident transitions.	Organization, while attempted, is unsuccessful. Paragraphs are simple, disconnected and formulaic. Poor transitions and sequence.	Organization, if evident at all, is confusing and disjointed; paragraph structure is weak; transitions are missing and/or illogical.	Paragraph structure does not exist, or is a single rambling paragraph or series of isolated paragraphs.
Audience, Tone, Point-of-View	Clear discernment of distinctive audience; tone and point-of-view are appropriate to the assignment.	Effective and accurate awareness of general audience; tone and point-of-view satisfactory.	Little or inconsistent sense of audience related to assignment/ purpose; tone and point-of-view not refined or consistent.	Shows little awareness of a particular audience; reveals no grasp of appropriate tone and/or point-of-view for given assignment.	Lacks awareness of a particular audience for assignment; tone and point-of view inappropriate or inconsistent.	No apparent awareness of audience as appropriate to assignment; tone completely inappropriate to assignment.
Sentence Structure (Grammar)	Each sentence is structured effectively, powerfully; rich, well-chosen variety of sentence styles and length.	Effective and varied sentences; shows infrequent, if any, errors.	Formulaic or tedious sentence patterns; shows some errors in sentence construction; some non-standard syntax.	Contains many errors of grammar and sentence structure that interfere with meaning.	Simple sentences used excessively or exclusively; frequent errors of sentence structure.	Contains multiple and serious errors of sentence structure, e.g., fragments, run-ons; lack of control over simple sentences.
Mechanics & Presentation	Virtually free of punctuation, spelling, capitalization errors; appropriate format and presentation for assignment.	Contains only occasional punctuation, spelling, and/or capitalization errors. Few formatting errors. Most errors careless.	Contains several punctuation, spelling, and/or capitalization errors; several errors in formatting or formatting is inconsistent.	Contains many errors of punctuation, spelling, and/or capitalization; formatting is mostly incorrect and inconsistent.	Contains many , serious errors of punctuation spelling, and/or capitalization; errors severely interfere with meaning; formatting is weak.	Frequent errors in spelling and capitalization; intrusive and/or inaccurate punctuation; no formatting appropriate to assignment.
Vocabulary & Usage	Exceptional vocabulary range; accurate, correct and effective word usage.	Good vocabulary range and accurate usage.	Ordinary vocabulary range, mostly accurate; some errors of diction and usage.	More limited vocabulary; errors of diction and usage, while evident, don't interfere with readability.	Extremely limited vocabulary choices; poor grasp of diction; usage inaccurate.	Diction and syntax make communication meaningless or very confusing at best.