

Essay Assessment Rubric

Criteria	Level F (Fails to Meet Criteria)	Level 1 (Unsatisfactory)	Level 2 (Below Expectations)	Level 3 (Meets Expectations)	Level 4 (Exceeds Expectations)	Mark Awarded
Mark Value =>	Mark = 0-49%	Mark = 50-59%	Mark = 60-69%	Mark = 70-85%	Mark = 86-100%	
Introduction (Thesis)						
[Thinking / Inquiry]	The essay thesis is not indicated and a three-part argument (consisting of three distinct, yet mutually supportive, arguments) is not outlined.	The essay thesis is vaguely indicated, and a confusing, somewhat contradictory three-part argument is outlined.	The essay thesis is clearly indicated and a three-part argument consisting of three distinct, yet mutually supportive, arguments is outlined.	The essay thesis is clearly indicated and an acceptable three-part argument is outlined.	The essay thesis is clearly indicated and a three-part argument consisting of three distinct, yet mutually supportive, arguments is outlined.	/10
Body (Supporting Arguments)						
Argument 1:	[Knowledge] Argument Content	It is difficult to identify any distinct argument.	A tenuous argument is presented.	A logical argument is presented.	A logical argument is presented and well developed. Obvious counterpoints to the argument are somewhat addressed.	/10
	[Application] Argument Support	The argument is not supported by evidence (data, quotes from authorities on subject, anecdotes, cases, etc).	The argument is tenuously supported by crude, simplistic, and unreliable evidence (ie. unverifiable opinion, quotes from non-authorities, tenuous anecdotes, irrelevant cases, etc).	The argument is supported by some relevant evidence (data, quotes from authorities on subject, anecdotes, cases, etc), but this evidence lacks depth and variety.	The argument is well supported by a variety of relevant evidence (data, quotes from authorities on subject, anecdotes, cases, etc) from a range of sources and authors.	/8
Argument 2:	[Knowledge] Argument Content	It is difficult to identify any distinct argument.	A tenuous argument is presented.	A logical argument is presented.	A logical argument is presented and well developed. Obvious counterpoints to the argument are somewhat addressed.	/10
	[Application] Argument Support	The argument is not supported by evidence (data, quotes from authorities on subject, anecdotes, cases, etc).	The argument is tenuously supported by crude, simplistic, and unreliable evidence (ie. unverifiable opinion, quotes from non-authorities, tenuous anecdotes, irrelevant cases, etc).	The argument is supported by some relevant evidence (data, quotes from authorities on subject, anecdotes, cases, etc), but this evidence lacks depth and variety.	The argument is well supported by a variety of relevant evidence (data, quotes from authorities on subject, anecdotes, cases, etc) from a range of sources and authors.	/8
Argument 3:	[Knowledge] Argument Content	It is difficult to identify any distinct argument.	A tenuous argument is presented.	A logical argument is presented.	A logical argument is presented and well developed. Obvious counterpoints to the argument are somewhat addressed.	/10
	[Application] Argument Support	The argument is not supported by evidence (data, quotes from authorities on subject, anecdotes, cases, etc).	The argument is tenuously supported by crude, simplistic, and unreliable evidence (ie. unverifiable opinion, quotes from non-authorities, tenuous anecdotes, irrelevant cases, etc).	The argument is supported by some relevant evidence (data, quotes from authorities on subject, anecdotes, cases, etc), but this evidence lacks depth and variety.	The argument is well supported by a variety of relevant evidence (data, quotes from authorities on subject, anecdotes, cases, etc) from a range of sources and authors.	/8
Conclusion						
[Thinking / Inquiry]	The argument is not summarized. The reader is left with no sense of the argument's urgency.	The thesis is referred to, but not completely summarized. The reader is not reminded of three supporting arguments. The conclusion does not leave the reader with a general inclination to support or act upon the essay's thesis.	The thesis is summarized. The reader is reminded of all three supporting arguments, but the argument does not leave the reader with a general inclination to support or act upon the essay's thesis.	The thesis is summarized. The reader is reminded of all three supporting arguments and is somewhat compelled to support or act upon the essay's thesis.	The thesis is articulately and passionately summarized. The reader is reminded of all three supporting arguments and is left with an impending sense of urgency to support or act upon the essay's thesis.	/10
Citation						
[Application]	No method of citation is evident.	Some source material is cited, but an accepted citation method (ie. MLA, Chicago, APA) is not utilized.	Most source material is cited, but an accepted citation method (ie. MLA, Chicago, APA) is not utilized.	Most source material is cited, and an accepted citation method (ie. MLA, Chicago, APA) is utilized.	All source material is cited, and an accepted citation method (ie. MLA, Chicago, APA) is utilized.	/6
Writing (spelling, grammar, sentence structure, efficiency of language)						
[Communication]	The essay is not efficiently written, nor does it utilize clear, concise language. Spelling is often incorrect; sentence, paragraph, and essay structure are often incorrect; grammatical rules not often followed.	The essay is not efficiently written, nor does it utilize clear, concise language. Spelling is incorrect at times; sentence, paragraph, and essay structure are often incorrect; grammatical rules are not followed at times.	The essay is efficiently written but the language could be more clear and concise. Spelling is most often correct; sentence, paragraph, and essay structure are most often correct, but grammatical rules are often broken.	The essay is efficiently written in clear and concise language. Spelling is correct; sentence, paragraph, and essay structure are correct; but some grammatical rules have been broken at times.	The essay is efficiently written in clear and concise language. Spelling is correct; sentence, paragraph, and essay structure are correct; grammatical rules have been well followed.	/20
Comments:						/100