

ERWC Student Friendly Rubric

STANDARD	Superior 6	Strong 5	Adequate 4	Marginal 3	Weak 2	Very Weak 1
Focusing on Prompt	Clearly and effectively answers all parts of the prompt	Clear response but responds more effectively to some parts of the prompt than others	Writes a focused response, but may neglect some parts of the prompt	Ignores parts of the prompt or strays from the prompt	Shows confusion about the prompt	Shows no comprehension of the prompt
Understanding the reading(s) and using it to support the essay's argument	Shows mastery of the entire text/text set by analyzing ideas and examples within to build a unique and insightful argument	Shows clear understanding of the text(s) by using specific and relevant details to build a solid argument	Use of the text is sensible, though textual details are more general than specific; argument is mostly focused and supported	Shows a partial, inaccurate, or imprecise usage/ understanding of the text(s); argument is unfocused	Shows very little evidence of having read or understood the text(s); argument is hard to identify	Shows an incapacity to understand the text; argument is nowhere to be found
Showing clear and deep thinking	Explores the issues of the prompt clearly and deeply	Shows <u>some</u> deep and complex thinking about the prompt	Thinking does not probe very deeply, or is obvious and/or repetitive	Shows unfocused or confused thinking in places	Ideas in the essay are shallow AND not effectively communicated	Makes little to no sense
Organization, development, and support	Thesis is insightful; reasons are specific; examples are relevant and varied; the structure is evident and effective	Thesis is clear; reasons are appropriate; examples are specific; paragraphs are clearly organized	Thesis is sufficient; reasons and examples are generally accurate; paragraphs are in place and have a purpose.	Vague thesis, unclear reasons, and/or inadequate examples; paragraphs may be in place but do not flow in a clear order	Thesis is inaccurate or missing; support consists of only generalities; basic elements of paragraphing are missing	There is no thesis; shows an incapacity to develop an organized piece of writing
Command of sentence structure and use of language	Shows mastery over language and an ability to use sentences to engage and persuade the reader; transitions are effortless	Shows an ability to use language well and to write effective sentences; transitions are smooth and effective	Sentences are written competently but without much variety; adequate transitional language	Writing shows an inconsistent ability to write sentences competently; transitions are basic or absent	Writing show an inability to write sentences competently	Writer seems not to understand what a sentence is or how to write one
Conventions, mechanics, and grammar	Virtually no errors in conventions, grammar, and mechanics	Has a few errors overall in conventions, grammar, and mechanics	Errors are present and noticeable but they don't interfere with the reader's understanding	Errors interfere with the reader's understanding of the essay	Errors are numerous and make understanding difficult	Too many errors make the writing impossible to read
GRADE EQUIVALENCY	A 95% - 100%	A ⇒ B+ 94% - 88%	B ⇒ C 87% - 75%	C ⇒ D+ 74% - 68%	D ⇒ D- 67% - 60%	F 59% & below