Name: Essay Writing – Feedback Rubric

 **Not Competent Competent Proficient Exemplary**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Intro | Makes little or no attempt to draw the reader in. Contains inconsistent organizational structure that occasionally identifies the arguments used to support the thesis, and fails to introduce an appropriate point of view on the issue. | Draws the reader in, establishes a clear statement of topic or issue for the essay, and introduces a point of view on the issue. | Effectively draws the reader in, establishes an organizational structure for the essay that identifies the arguments used to support the thesis, and introduces a point of view on the issue. | Effectively and creatively draws the reader in, clearly establishes an organizational structure for the essay that identifies the arguments used to support it, and introduces a clear point of view on the issue. |
| Support | The point of view on the issue either lacks support or includes support that is seriously limited; examples, reasons, or other evidence used to support the point of view are inappropriate or insufficient and demonstrate weak critical thinking. | Supports the point of view on the issue, demonstrating some critical thinking, but may do so inconsistently or use inadequate examples, reasons, or other evidence to support its position. | Effectively supports the point of view on the issue and demonstrates significant critical thinking, generally using appropriate examples, reasons, and other evidence. | Effectively and insightfully supports the point of view on the issue and demonstrates extensive critical thinking, using clearly appropriate examples, reasons & other evidence. |
| Organization & Focus | Is limited in its organization or focus, or may demonstrate some lapses in coherence or progression of ideas. | Is generally organized and focused, demonstrating some coherence and progression of ideas. Introduction, body and conclusion are evident, but may lack effectiveness. | Is organized and focused; demonstrates coherence and a progression of ideas; concludes appropriately. | Is well organized and clearly focused; demonstrates clear coherence and a smooth progression of ideas; concludes gracefully. |
| Word or lang. choice | Displays little facility in the use of language, using very limited vocabulary or incorrect word choice. | Exhibits adequate but inconsistent facility in the use of language, using generally appropriate vocabulary. | Exhibits facility in the use of language, using appropriate vocabulary. | Exhibits skillful use of language, using a varied, accurate, and apt vocabulary. |
| Sentence variety | Demonstrates frequent problems in sentence structure. | Demonstrates some variety in sentence structure. | Demonstrates variety in sentence structure. | Demonstrates meaningful variety in sentence structure. |
| Grammar, mechanics, usage | Contains more than four errors in grammar, usage and mechanics. | Includes four or fewer errors in grammar, usage, and mechanics at grade level. | Includes two or fewer errors in grammar, usage, and mechanics at grade level. | Is free of grammar, usage, and mechanics errors at grade level. |
| Sources Format | Fails to cite reliable sources or inconsistently cites reliable sources, misusing MLA format for works cited page, internal citations and/or formatting of quotes.  | Cites a variety of reliable sources, generally using proper MLA format for works cited page, internal citations and formatting of quotes.  | Cites a variety of reliable sources, using proper MLA format for citations, works cited page and formatting of quotes. |