**English Department**

**2000-Level Assessment Rubric**

**Score the essay with a “4” if it**

*Organization*

* Flows well and makes sense
* Has a clear thesis
* Includes a well-developed line of argument
* Uses strong supporting details

*Mechanics*

* Uses MLA formatting and citation practices well, when appropriate
* Is error-free in grammar or mechanics

*Overall impression*

The student will be able to excel in junior-level academic writing. The topic’s significance is clear to the reader.

**Score the essay with a “3” if it**

*Organization*

* Flows well and makes sense
* Has a clear thesis
* Includes a line of argument
* Develops details to support the thesis

*Mechanics*

* Uses MLA formatting and citation practices well, when appropriate
* Contains few (no more than 3) errors in grammar or mechanics

*Overall impression*

The student will be able to succeed in junior-level academic writing. The writer can show the significance of the topic.

**Score the essay with a “2” if it**

*Organization*

* Lacks flow and cohesion
* Has a weak or trite thesis
* Attempts a line of argument, but fails to support it

*Mechanics*

* Confuses MLA formatting and citation practices
* Contains significant errors in grammar or mechanics

*Overall impression*

The student will not succeed in junior-level academic writing. The reader will have a difficult time understanding the paper’s significance.

**Score the essay with a “1” if it**

*Organization*

* Lacks flow and cohesion
* Has a weak or trite thesis
* Includes no line of argument or support

*Mechanics*

* Confuses MLA formatting and citation practices
* Contains significant errors in grammar or mechanics

*Overall impression*

The student will not succeed in junior-level academic writing. Errors and lack of cohesion impede the reader’s ability to make meaning.