Essay Evaluation Rubric

Directions: This rubric will be used to evaluate the final draft of your essay. The instructor will not check your essay for just grammar errors alone. He/She will look at other areas that make a good essay. You may want to ask yourself the following questions.

1. What do these words mean: Content, Organization, Language Usage, Grammar Usage, and Mechanics?

2. What makes a good essay?

3. If I don't have any grammar errors in my essay, does that mean that I will get a good score?

Student: _____   **Date:** _____

Score	Level	Criteria	Comments
		Content	
	30-27	**Excellent to Very Good**: Knowledgeable, substantive development of thesis, relevant to assigned topic	
	26-22	**Good to Average**: sure knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic, but lacks detail	
	21-17	**Fair:** limited knowledge of subject, little substance, inadequate development of topic	
	16-13	**Needs Much Improvement:** does not show knowledge of subject, not many details, not relevant to assigned topic OR not enough to evaluate.	
		Organization	
	20-18	**Excellent to Very Good**: fluent expression, ideas clearly stated/supported, succinct, well-organized, logical sequencing, cohesive	
	17-14	**Good to Average**: somewhat choppy, loosely organized, but main ideas stand out, limited support, logical but incomplete sequencing	
	13-10	**Fair:** non-fluent, ideas are confusing or	

		disconnected, lacks logical sequencing and development	
	9-7	**Needs Much Improvement:** does not communicate, no organization OR not enough to evaluate	
		Vocabulary and Language Use	
	20-18	**Excellent to Very Good:** sophisticated range, effective word/idiom choice and usage, word form mastery	
	17-14	**Good to Average:** adequate range, occasional errors of word/idiom form, choice, usage but meaning understood	
	13-10	**Fair:** limited range, frequent errors of word/idiom form, choice, usage, meaning somewhat confusing or not understood	
	9-7	**Needs Much Improvement:** essentially translation, little knowledge of English vocabulary, idioms, word form OR not enough to evaluate	
		Grammar Usage	
	25-22	**Excellent to Very Good:** effective, complex sentences, few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions	
	21-18	**Good to Average:** effective, but simple sentence construction, minor problems in complex constructions, several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions, but meaning understood	
	17-11	**Fair:** major problems in simple/complex sentences, many errors of agreement, tense, number, word order, articles, pronouns, prepositions and/or fragments, run-ons, deletions, meaning confused or not understood	
	10-5	**Needs Much Improvement:** almost no mastery of sentence construction rules, many errors, ideas not understood OR not enough to evaluate	
		Mechanics	
	5	**Excellent to Very Good:** few errors of spelling, punctuation, capitalization, paragraphing	

	4	**Good to Average**: some errors of spelling, punctuation, capitalization, paragraphing, but meaning understood	
	3	**Fair:** frequent errors of spelling, punctuation, capitalization, paragraphing, poor typing, meaning confused or not understood	
	2	**Needs Much Improvement:** many errors of spelling, punctuation, capitalization, paragraphing, typing is poor, OR not enough to evaluate	

Total Score: _____

Instructor Comments:

Rubric Adapted From: Reid, J. (1993). Teaching ESL Writing. New Jersey: Prentice Hall Regents.