NAME:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

PERIOD:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

COLLEGE ENTRANCE ESSAY RUBRIC

CONTENT

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| ***OOPS!*** | ***Developing Toward Expectations*** | ***Meeting Expectations*** | ***Exceeding Expectations*** |
| - The essay is somewhat off topic or is not thoroughly answered. It might be repetitive or cliché.  -The essay lacks relevant evidence (Support) and/or is not connected to the reasons.  -Overall, the essay ignores or alienates the audience or may leave out major aspects of the prompt. | - The essay responds to the prompt without going off topic or being repetitive  -The essay provides some evidence (Support) for the reasons, which might be anecdotes. The evidence may not be clearly related to the reasons.  -Overall, the essay does not consider the interest of the audience and/or may leave out some aspect of the prompt. | - The essay thoroughly and thoughtfully responds to the prompt without going off topic or getting repetitive.  -The essay provides sufficient evidence (Support) for the reasons, which are logical and relevant and are tied in.  -Overall, the essay addresses the appropriate audience and answers the prompt’s questions. | -The essay thoroughly, thoughtfully, and creatively responds to the prompt without going off topic or being repetitive.  -The essay provides compelling evidence (Support) for the reasons, which are likely anecdotes, but are concise and logical and eventually explained.  -Overall, the essay effectively engages the audience while answering all aspects of the prompt |

ORGANIZATION

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| ***OOPS!*** | ***Developing Toward Expectations*** | ***Meeting Expectations*** | ***Exceeding Expectations*** |
| -lacks focus and development; paragraphs don’t seem to support or develop a thesis; thesis may be missing  -paragraphs are generally unrelated to one another; paragraphs start one place and end another  -transitions and topic sentences are missing  -introduction confuses the reader or does not introduce the prompt; the conclusion is missing | -is not fully focused; main idea eventually becomes clear, although the essay introduces information unrelated to the main idea often  *-*- paragraphs are not arranged purposefully, although they are related; some paragraphs contain more than one idea  -transitions and topic sentences are rough or unclear and/or sometimes missing  -introduction may be uninteresting, unclear, or too broad, although the focus becomes apparent; conclusion is merely a reiteration of the previously stated reasons | -has a single focus: thesis is evident; paragraphs support and develop the thesis with minimal straying  -the paragraphs may not be arranged purposefully, but each one supports and develops a thesis with a single focus  -rudimental use of  topic sentences and transitions; may not clearly contribute to an understanding of the overall argument  -the introduction is clear but may not capture the audience’s attention; the conclusion summarizes the main idea well but may not suggest implications or be convincing | -has a single focus that is central to every paragraph; paragraphs are arranged purposefully and each paragraph address one issue  -includes clear topic sentences and smooth transitions  -the introduction effectively catches the reader’s attention; the conclusion provides a satisfying sense of closure |

STYLE (Voice, Word Choice, Fluency)

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| ***OOPS!*** | ***Developing Toward Expectations*** | ***Meeting Expectations*** | ***Exceeding Expectations*** |
| -the writing is not compelling: the paper is difficult to read; the author’s personality has left no mark on the essay. It is bland and disengaging.  -the language is not rhetorically appropriate for the issue and audience; the writing reflects little independent thought  -sentences variety is absent or sentence structure is awkward  -the word choice is dull, vague,  or inaccurate; inappropriate use of passive voice | -the writing is rarely compelling: the paper is often difficult to read; the author’s personality is rarely evident and the essay is bland.  -the language is not rhetorically appropriate for the issue and audience, but demonstrates an attempt; the writing attempts independent thought  - includes little variety in sentence lengths and types  -the word choice is sometimes dull, vague,  or inaccurate; may contain  inappropriate use of passive voice | -the writing is  somewhat compelling: the author’s personality comes across at some points but might be bland in others  -the language is attempting to be rhetorically appropriate for the issue and audience; the writing reflects some independent thought  - includes some variety in sentence lengths and types  -the word choice is often active, vivid, and accurate | -the writing is compelling: the author’s personality is evident through syntax. The paper is easy to read  -the language is rhetorically appropriate for the issue and audience; the writing reflects independent thought  -includes a variety of sentence lengths and types  -the word choice is active, vivid, and accurate |

CONVENTIONS & FORMAT

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| ***OOPS!*** | ***Developing Toward Expectations*** | ***Meeting Expectations*** | ***Exceeding Expectations*** |
| -The writing has an abundance of errors in grammar, spelling, punctuation, and other mechanics including problems with capitalization, tense, fragments, and run-ons, so much so that reading the paper is difficult | -The writing has many errors in grammar, spelling, punctuation, and other mechanics including problems with capitalization, tense, fragments, and run-ons; the writing has enough errors to negatively affect the author’s ethos | -The writing contains some errors in grammar, spelling, punctuation, or other mechanics including problems with capitalization, fragments, and run-ons | -The writing contains minimal errors in grammar, spelling, punctuation, and other mechanics |