**English/ESL/ACE 50 Essay Rubric**

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|  | **Strong** | **Competent** | **Satisfactory** | **Developing** | **Needs Work** |
| **Controlling Idea/Thesis** | Writer has an insightful, clear thesis that effectively controls the essay. | Writer has a clear thesis that controls the essay. | Writer has a thesis yet may need to strengthen the thesis statement itself and/or its control over the essay. | Writer needs to clarify the thesis and strengthen its control over the essay. | Writer needs to compose a clear thesis and substantially revise so that it controls the essay. |
| **Organization** | Writer composes logically-organized body paragraphs, each with one main idea clearly connected to the controlling idea. The progression of ideas both between and within paragraphs is always clear. | Writer composes unified body paragraphs, each one with one main idea clearly connected to the controlling idea. | Writer composes mostly unified body paragraphs, which overall are connected to the controlling idea. | Writer needs to revise so that each body paragraph contains one main idea, flows logically, and has clearer connections to the controlling idea. | Writer needs to compose or substantially revise body paragraphs, so each one contains one main idea, flows logically, and has clear connections to the controlling idea. |
| **Development** | Writer fully supports all paragraphs by effectively integrating relevant, specific examples and thoughtfully explaining/analyzing their significance. | Writer supports all paragraphs with relevant, specific examples and explains/analyzes their significance. | Writer supports most paragraphs with relevant, specific examples and some explanation/analysis. | Writer needs to reinforce most body paragraphs with more relevant, specific examples and explanation/analysis. | Writer needs to provide relevant, specific examples and explanation/analysis in all body paragraphs. |
| **Language, Style, and Mechanics** | Writer uses precise language appropriate to audience and purpose, has a command of a variety of sentence structures, and edits sentence boundary issues and errors that interfere with communication. | Writer uses language appropriate to audience and purpose, uses a variety of sentence structures, and edits most sentence boundary issues and/or errors that interfere with communication. | Writer uses language that is mostly appropriate to audience and purpose and provides some variety to sentence structures. While errors are present, they do not interfere with communication. | Writer needs to revise to make language more appropriate to audience and purpose, to add more variety to sentence structures, and to edit sentence boundary issues and/or errors that interfere with communication. | Writer needs to substantially revise to make language more appropriate to audience and purpose, to add variety to sentence structures, and to edit sentence boundary issues and errors that interfere with communication. |

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| **Assignment Fulfillment** | Yes **€** |  | No **€** |  |
| **Process**  **Writing** | Writer thoughtfully applies multiple stages of the writing process, including pre-writing, organizing, drafting, revising and editing.  **€** | Writer applies multiple stages of the writing process, including pre-writing, organizing, drafting, revising and editing.  **€** | Writer needs to apply more stages of the writing process, including pre-writing, organizing, drafting, revising and editing.  **€** | Writer needs to practice all stages of the writing process, including pre-writing, organizing, drafting, revising and editing.  **€** |
| **Reflection/ Growth Feedback and Other Comments** |  |  |  |  |