**Short Essay Rubric**

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| **EVALUATION CRITERIA** | **1**  **Unsatisfactory** | **2**  **Poor** | **3**  **Emerging** | **4**  **Accomplished** | **5**  **Exemplary** | **SCORE** |
| Focus of Content | The essay content does not have a focus. | Focus of the essay content is unrelated to the topic/question. | Focus of the essay content is minimally related to the topic/question. | Focus of the essay content is somewhat related to the topic/question. | Focus of the essay content is directly related to the topic/question. |  |
| Quality of Writing  **WU Grad Comp:**  **2** | Reader is unable to understand content due to:  -grammatical errors  -spelling errors  -poor transitions  -poor sentence structure/tone/word choice | Writing is inadequate for graduate level  - grammatical errors  -spelling errors  -poor transitions  -poor sentence structure/tone  -poor word choice  -lacks clarity | Writing is adequate for graduate level  -few spelling or grammatical errors  -minimal transitions  -minimal clarity in sentence structure/tone  -work needed on word choice | Strong writing ability is evident  -minor spelling or grammatical errors  -transitions are strong  -sentences are concise  -evidence of concrete details  -strong word choice | Excellent writing ability is evident in the essay. Presents original thoughts and synthesizes ideas and details superbly. Exceptional understanding of writing conventions. Writing is concise, concrete and fluent. Word choice is rich, precise: the reader is drawn to the work. |  |
| Development | All points are not supported by any detail or evidence. | Develops some points with details or evidence. Other points are not supported by any details or evidence. | Develops each point with sparse details or evidence. | Develops each point with some details and evidence. | Develops each point with many specific details and evidence. |  |
| Organization | Lacks clear organizational plan. | Logic of argument is minimally perceivable. Points presented in a seemingly random fashion, with only a few supporting the argument. | Logic of argument is somewhat perceivable. Points presented in a seemingly random fashion, but all support argument. | May lack a topic sentence, but points are presented in a logical progression. | Clear sense of order. Begins with a topic sentence. Supporting points are presented in a logical progression. |  |
|  |  | | | | **20 x 5= 100 total points** |  |