

Rubric for English Writing Contest

	1 point	5 points	10 points	15 points	20 points	POINTS EARNED
THESIS	The essay does not make any compelling argument about a topic related to the prompt. It is undeveloped.	The essay makes vague arguments about a topic related to the prompt. It is not well developed and may not focus on a singular topic.	The essay makes arguments about a specific topic related to the prompt, but may not be well developed; or, the main ideas may not be linked together or explored in much depth.	The essay makes thoughtful arguments about a specific topic related to the prompt. It is well developed, and the topic is explored in some depth.	The essay makes complex and compelling arguments about a specific topic related to the prompt. It is thoroughly developed, and the topic is explored in great depth.	
ORGANIZATION	The essay lacks a structure of any sort. Ideas and paragraphs are disjointed and disconnected throughout the essay.	The essay has a noticeable but inconsistent structure. Paragraphs and transitions are not easy to follow for a reader.	The essay has a clear structure, but paragraphs do not always appear in a logically connected order. The organization requires revisions to become effective.	The essay has a well-developed structure that guides the reader through a sequence of ideas supporting the thesis. The organization is mostly effective .	The essay has a purposeful structure that guides the reader through a logical sequence of ideas that support the main thesis. The organization from introduction through the conclusion is very effective.	
SUPPORT	The essay does not show signs of being supported by researched evidence. Sources are not used at all to support the thesis.	The essay does not make much use of evidence acquired through research. It may rely primarily upon anecdotal information rather than research.	The essay is supported by evidence acquired through research, but it may only sparingly use evidence to support the thesis. Sources are not used effectively.	The essay includes coherent sentences, thoughtful word choices, and a good control of language. Editing may be required, but the paper is easy to understand.	The essay includes diverse and complex sentences, strong word choices, and demonstrates a precise control of language. Almost no further editing or proofreading is required.	
STYLE	The essay is at times incoherent due to editing concerns. There may be no flow between sentences and no sign of any editing.	The essay includes some unclear sentences, odd word choices, and is difficult to understand. Further editing is required.	The essay includes correct sentences and a basic control of language. Words and sentences may not always flow and more editing would be required to provide clarity for a reader.	The essay includes some unclear sentences, odd word choices, and is difficult to understand. Further editing is required.	The essay is not well developed and contains many spelling and grammar errors. The essay is difficult to understand.	
MECHANICS	The essay is not well developed. Spelling and grammar errors prevent the reader from understanding the arguments being made.	The essay is not well developed and contains many spelling and grammar errors. The essay is difficult to understand.	The essay is developed but contains moderate spelling and grammar errors. Some aspects of comprehension are negatively affected by the errors.	The essay is developed and contains only minor spelling and grammar errors. Comprehension is not affected by these errors.	The essay is well developed and does not contain any spelling or grammar errors. Typos are relatively minor or nonexistent.	
TOTAL POINTS EARNED (MAXIMUM = 100)						

Class: _____

Student Name: _____