

Guam Community College
English Department
EN 110: Freshman Composition
Essay Rubric

A: 90-100	The writing clearly and effectively addresses the writing task in a thoughtful and/or creative manner. The content is well organized with effective transitions and effective beginning and ending paragraphs. Ideas are logical and fully developed through explanations, examples, evidence and/or other means appropriate to the assignment. Paragraphs are structured effectively. The writer uses appropriate and precise word choice; language and sentence structure are alive, mature, and varied. The writing contains no more than a few spelling, conventional (mechanical) and usage errors. Superior attention to detail through the writing process and crafting the essay is evident.
B: 80-89	The writing effectively addresses the writing task and shows depth. The content is generally well organized with appropriate transitions and relevant beginning and ending paragraphs. Ideas are adequately and thoughtfully developed with specific details, examples, evidence, etc. The writer demonstrates confidence with language, a mature range of vocabulary, and control of sentence-level style. The writing contains a few spelling, conventional (mechanical) and usage errors. Good attention to detail through the writing process and crafting the essay is evident.
C: 70-79	The writing addresses the writing task but may lack complexity. The content shows some signs of logical organization with a beginning, middle, and end and some use of transitions. The ideas are partially developed with some details, examples, evidence, etc. Paragraphing is appropriate. The writer uses language adequately but with some inappropriate word choice. The writing demonstrates some sentence variety. The writing contains a number of spelling, conventional (mechanical) and usage errors that do not interfere with overall meaning but do distract the reader. More attention to detail through the writing process and crafting the essay would have strengthened the final product.
D: 60-69	The writing has an inconsistent sense of purpose with a loose relation to the writing task. The content is underdeveloped and may be vague, simplistic, or superficial. The ideas are inadequately organized and may have abrupt or illogical transitions and ineffective flow of ideas. The writer uses inappropriate or inadequate language. Sentence variety is limited. The writing contains repeated weaknesses in spelling, conventions (mechanics), and usage. Patterns of errors are consistent. Lack of attention to detail through the writing process and crafting the essay significantly affected the successful completion of the assignment.
F: 0-59	<p>The writing has a confused sense of purpose and/or no evidence of connection to the writing task. The organization is illogical. The writing contains no transitions; the beginning and ending do not relate to the content. The ideas are superficially developed and inadequate, inappropriate, or redundant details are present. There is little to no attention to paragraph structure. The writer uses inadequate and simplistic language. There are errors in word choice, and there is little or no sentence variety. The writing contains repeated weaknesses in spelling, conventions (mechanics), and usage that interfere with the flow of the essay. There is no evidence of the writing process.</p> <p>The writing does not address the basic requirements of the assignment. The writer submits drafts past the due date of the assignment. The writer intentionally plagiarizes.</p>

Comments: _____
