**ENGL 1100**

**Project 2: Writing to Analyze Rubric**

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|  | **Strong**  | **Satisfactory**  | **Developing**  | **Insufficient**  |
| **Thesis and Development of Claim** | The essay has a clear and original thesis that drives the discussion. Evidence convincingly supports the central claim, demonstrating its validity beyond reasonable doubt. | The essay has a clear thesis that establishes the author's central claim. The essay provides evidence in support of that thesis. | This essay has a thesis, although it may be unclear. The evidence may support the author's central claim, but the reader is left with more questions than answers. | This essay lacks a central thesis. The central claim, if there is one, is unclear and not convincingly supported throughout the essay. |
| **Critical Engagement with Evidence** | This essay marshals evidence in support of the central thesis and critically engages with that evidence. Evidence is well integrated into the author's writing and properly attributed to a source. | This essay marshals evidence in support of the central thesis. The author attempts to engage with that evidence with some success. Evidence is clearly presented and properly attributed. | This essay provides legitimate evidence in support of the central thesis. The author does not successfully engage with that evidence, which may be awkwardly presented or attributed improperly. | The author provides little or no supporting evidence. If present, sources are not attributed or attributed improperly. |
| **Expression** | The student's writing is clear, fluid, error-free, and demonstrates interesting variety in sentence structure. Organization enhances the development of the central claim. | This essay clearly conveys meaning, but contains some sentence-level errors that impede flow. This essay is organized into topical paragraphs related to the thesis. | Errors in writing disrupt flow and may hinder communication of meaning. This essay is organized into paragraphs with some topical coherence related to the thesis. | Repeated errors in writing disrupt flow and hinder communication of meaning. Paragraphing in this essay may be random or disconnected from the thesis. |
| **Tone** | The essay has an effective tone appropriate for the intended audience. | The essay has a tone that is appropriate for the intended audience; however it is not always effective. | Inconsistency in tone disrupts the reading of the essay and distances the intended audience from the writer. | The author provides little to no awareness of tone. Little consideration of intended audience is evident in the tone. |
| **Formatting and Citation** | All elements of the essay--including page layout, page headers, and works cited--are formatted in accordance with assigned guidelines. In-text citations are complete and meet the provided style guidelines (APA, MLA, etc.). | Although there are some deviations, this essay is generally formatted according to the assigned guidelines. Errors in citation and documentation are minor and consistent among entries. | This essay has inconsistent formatting, citation, or documentation that is not in accordance with assigned guidelines. | Formatting in this essay is random and/or distracting. Citations may be absent or patched together without regard for guidelines. |