**Academic Prompt with Rubric**

**Essay Writing**

**Assignment steps**

1. Ensure that you are addressing the assignment topic.
2. Start early so you can write several drafts.
3. Develop an outline with thesis statement and topic sentences. Ensure that elements of the outline address the assignment topic.
4. Write a first draft. Word process the draft.
5. Have at least one other person read and react to your essay.
6. Revise the first draft incorporating your reader's feedback. Create a second draft.
7. Repeat steps 5 and 6 as desired and needed.
8. Create a final essay. Develop a cover page with title and author information. Format the cover page and all other pages appropriately. Ensure that all citations are properly formatted.
9. Submit the essay on the due date, during class.

**Writing rubric**

Student: Date:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Criteria | Emerging (1) | Developing (2) | Proficient (3) | Scores & comments |
| Ideas | The essay shows inadequate command of course materials or contains significant factual and conceptual errors; it does not directly answer the question or may confuse some significant ideas. | The essay shows some understanding of the basic ideas and information involved in the assignment; but may contain some factual, interpretive, or conceptual errors. | The essay offers a powerful analysis and argument, and shows an understanding of interpretive and conceptual tasks required by assignment. Its ideas show insight, and go beyond the class discussions. |  |
| Thesis | Essay has a thesis that is vague or not central to argument; the central terms are not defined clearly. | The essay has general thesis or controlling idea, but this thesis does not contain sufficient ideas to structure the complete essay. | The essay is controlled by clear, precise, well-defined thesis: is sophisticated in both statement and insight |  |
| Development and support | The essay frequently only narrates or summarizes and digresses from one topic to another without developing ideas or terms; it makes minimal or no use of textual evidence. | The essay only partially develops its argument and shows shallow analysis. It does not fully develop ideas, and makes limited use of textual evidence. It fails to integrate quotations and supporting evidence. | The essay gives well-chosen examples and uses persuasive reasoning to support its thesis consistently. It uses quotations and citations effectively; and makes clear causal connections between ideas. |  |
| Structure | The essay is simplistic, tends to narrate or summarize; it wanders from one topic to another, in an illogical arrangement of ideas. | The essay shows some awkward transitions; some brief, weakly unified or undeveloped paragraphs; the overall arrangement may not appear entirely natural, and may contains extraneous information. | The essay uses appropriate, clear and smooth transitions and the arrangement of paragraphs helps the reader fully understand its ideas, which are fully developed. |  |
| Conventions | The essay shows major grammatical or proofreading errors (subject-verb agreement; sentence fragments); spelling errors; there are frequent unclear sentences. | The essay shows frequent wordiness and several unclear, awkward sentences along with an imprecise use of words or over-reliance on passive voice; one or two major grammatical errors (subject-verb agreement, comma splices, etc.); it reveals an effort to present quotations accurately. | The essay uses sophisticated sentences effectively; it chooses words well and observes conventions of written English and manuscript format. It makes few minor or technical errors. |  |
| Overall comments | Reader |

Grading scale: 15-14 pts = A; 13-12 = B; 11-10 = C; 9-8 = D; 7 or less = F