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| **English 1A Rubric** | **Response to the task** | **Depth of Thinking**  | **Use of other text(s)** | **Organization, Coherence,****Fluidity** | **Development,****Support** | **Command of Language, mechanics** |  **Voice** |
|  **Excellent** **90-100%** **A range** | Effective response to all aspects of the assignment | Thoughtful, in-depth exploration of complex issues. Goes beyond the obvious.  | Shows excellent comprehension of the other writer’s ideas and the larger context of the argument. | Effective, logical organization, smooth transitions, excellent coherence.  |  Ideas effectively, fully developed with appropriate support, clear, apt reasoning.  | Sophisticated, fluent language, syntactic variety, clear command of language rules, idiom. | Voice very appropriate for the audience, occasion; makes good ethos appeals. |
|  **Strong** **80-89%** **B range** | Strong response to most aspects of the task, some less effective.  | Some depth and complexity of thought. Makes logical connections. | Strong comprehension of the text, context of the argument, but may show some weaknesses | Strong organization, coherence, but contains some weaker areas. | Ideas strongly developed with good support and strong reasoning, but may contain some weaker sections. | Some sophistication and fluidity, good command of rules and idiom. | Voice well chosen for the audience, though may hit some false notes. |
| **Adequate** **70-79%** **C range** | Adequate response to the task, but may slight some aspects. | Simplistic grasp of the issue. Focuses on the obvious. | Generally accurate understanding of text and context, with some errors. |  Adequate organization, but may seem mechanical. | Ideas adequately developed but not as fully. Some support for the core argument. | Limited control of language, some flawed, imprecise usage. | Voice fairly apt for the audience, some flaws. |
| **Inadequate** **60-69%** **D range** | Distorts or neglects some aspects of the task. | Weak, confused ideas, very shallow grasp of the issue. | Weak understanding of text, context  | Weak organization, coherence. Confused, repetitive. | Poorly developed ideas, makes claims without support. | Inadequate control of syntax, vocab., idiom. | Poor sense of appropriate voice, ethos errors. |
| **Unacceptable****59%- below** **F** | Confusion about task, neglects important aspects. | Unfocused, illogical, or incoherent ideas. | Very confused grasp of ideas and context. | Very poor organization, very difficult coherence. | Underdeveloped, disconnections between claims & support, very weak support. | Lacks basic control of syntax, language rules. | Lacks basic control of voice. |