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| **English 1A Rubric** | **Response to the task** | **Quality of**  **Ideas** | **Response to the other text(s)** | **OrganizationCoherence**  **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. |