

Module 3: MLA
Module Assessment: Essay Rubric

	20 points	15 points	10 points	5 points
Detail and comprehensiveness	The essay models an effective use of detail and comprehensiveness focused on a central position that thoroughly answers the prompt. The essay illustrates and rebukes claims that counter the essay's position on the subject matter. Elaboration and explanation of evidence is used to fully justify the argument's main points.	The essay uses adequate detail and comprehensiveness focused on a central position that answers the prompt. The essay illustrates and rebukes some claims that counter the essay's position on the subject matter. More elaboration and explanation of evidence is needed to fully justify the argument's main points.	Significant detail and comprehensiveness is lacking that focused on a central position that answers the prompt. The essay may attempt to illustrate and rebuke claims that counter the essay's position on the subject matter, but it does not adequately elaborate and explain the evidence to fully justify the argument's main points.	The essay shows little detail and/or comprehensiveness. The essay does not take a clear position that answers the prompt. The essay does not address claims that counter any position the essay may take on the subject matter. The essay contains little to no elaboration and explanation of evidence to justify any argument the essay may attempt to express.
Information / evidence presented	The essay clearly and fully supports its position on the subject matter with relevant and specific evidence. The essay clarifies possible preconceptions of the subject matter or essay's position with logical points and effective evidence. Such information is applied to each of the argument's main points.	The essay adequately supports its position on the subject matter with relevant evidence; however, the essay does not fully clarify possible preconceptions of the subject matter or essay's position with logical points and effective evidence. Such information is applied to some of the argument's main points.	The essay attempts to support its position on the subject matter with evidence; however some of the evidence may not be relevant or specific enough. The essay does little to clarify possible preconceptions of the subject matter or the essay's position. Some of the argument's main points are not supported with logic or evidence.	The essay provides a little to no support for its position on the subject matter. Any evidence that is provided is not relevant or specific. The essay does not address preconceptions of the subject matter or the essay's position. The argument's main points are not logically supported.
Organization and expression	The essay is extremely organized, with an introduction and	The essay is organized, with an introduction and a thesis that states a	The essay is somewhat organized, yet the introduction or	The essay is confusing and lacks organization, failing to provide an

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	<p>thesis that states a clear position. The flow of information is logical with supporting paragraphs that are unified under a central idea with transitional sentences, making the text easily read and followed. The concluding paragraph effectively and strongly brings closure to the essay -- drawing insightful conclusions; returning the reader to the essay's central position with a final appeal, resolution, or call; and using a clincher that advances beyond just a summary.</p>	<p>clear position. The flow of information is logical with few digressions and uses supporting paragraphs that are unified under a central idea with transitional sentences. Minor adjustments would allow the reader to more easily understand the essay's argument. The concluding paragraph provides a summary of the argument's main points, draws conclusions, and returns the reader to the essay's central position; however, it does not advance beyond just a summary.</p>	<p>thesis is weak in providing a clear position beyond facts. The flow of the information often digresses, and the lack of a clear central idea and transitional sentences causes a disjointed flow. Significant adjustments would allow the reader to more easily understand the essay's argument. The concluding paragraph is weak in summarizing or drawing conclusions to the essay and merely restates the thesis, leaving the reader to question the central argument and purpose of the essay.</p>	<p>introduction with an effective thesis, necessary supporting paragraphs, and/or a conclusion. The flow of information digresses throughout the essay, and the lack of an argument, central idea, and transitional sentences causes a highly disjointed flow. Major revisions even to the basic organization of the essay would allow the reader to better identify and understand the essay's argument. There is no concluding paragraph; or the conclusion does not summarize the essay's points, draw conclusions, or allow the reader a clear vision of any argument or purpose of the essay.</p>
<p>Mechanics, grammar, and spelling/language</p>	<p>There are no mistakes in punctuation, grammar, or correct spelling. A consistent verb tense and point of view are used that are appropriate to the assignment. Sentence structure is highly varied. The language, tone, and voice are</p>	<p>There are 2-3 mistakes in punctuation, grammar, or correct spelling. There are little inconsistencies in verb tense and/or point of view that are appropriate to the assignment. There are some variances in sentence structure.</p>	<p>There are 4-6 mistakes in punctuation, grammar, and/or correct spelling. There are many inconsistencies in verb tense and/or point of view, or they may not be appropriate at times to the assignment. There is little variance in</p>	<p>There are more than 6 mistakes in punctuation, grammar, and/or correct spelling. There is no set verb tense and/or point of view, or they may not be appropriate at all for the assignment. There is no variance in sentence structure. The language is</p>

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Citations/Formatting	<p>specific, deliberate, and appropriate to an identified audience and the subject matter.</p>	<p>The language, tone, and voice are specific and appropriate to an identified audience and subject matter. The lapses in this category do not distract the reader from the message.</p>	<p>sentence structure. Specific language is not used, and/or the tone is inconsistent. The writer's voice and/or a specific audience is unidentifiable. The lapses in this category distract the reader from the message.</p>	<p>vague, and there is no identifiable tone or writer's voice. The essay does not address an appropriate audience for the assignment. The lapses in this category prohibit the reader from realizing the essay's message.</p>
	<p>Sources of information are properly cited using in-text citations that directly correspond to a Works Cited page so that the reader can determine the credibility and authority of the information presented. MLA Style is correctly used in formatting the essay (spacing, font, heading, page numbers, margins, Works Cited page, etc.).</p>	<p>Most sources of information are properly cited using in-text citations that directly correspond to a Works Cited page so that the reader can determine the credibility and authority of the information presented. MLA Style is used, but with minor mistakes, in formatting the essay (spacing, font, heading, page numbers, margins, Works Cited page, etc.).</p>	<p>Some sources of information are properly cited. The essay uses some in-text citations that directly correspond to a Works Cited page so that the reader can determine the credibility and authority of the information presented. MLA Style is used, but with significant mistakes, in formatting the essay (spacing, font, heading, page numbers, margins, Works Cited page, etc.).</p>	<p>No documentation of sources or in-text citations are given. The essay does not have a Works Cited page. The essay does not use MLA style in formatting the essay.</p>