

Oxnard College

Effective college-level writers tend to make conscientious choices about their writing, considering their writing situation, their audience, and their purpose. College-level writing requires an author to pay close attention to the assignment, prompt, and requirements. Writers are expected to work through a process to produce their essays so that they can make the best choices possible for their particular purpose and audience. This process may include prewriting, drafting, revising, and editing. Writers are encouraged to ask questions about their assignments and to seek feedback from the Writing and Reading Center, their peers, and their instructors.

Effective writing does not consist of one attribute. It is a combination of skills and techniques a writer uses that works together to produce an effect. As such, the evaluation of an essay must consider a variety of elements. Below is a list of elements important to effective writing.

Content: Content refers to how the writer addresses the prompt and the approach and topic the writer chooses. In addition, content addresses audience awareness and how well the writer meets the assignment requirements.

Development and Support: Development and support refers to the evidence, details, and examples used in a paper. A well-developed essay includes topic sentences, supporting details, and transitions that support a thesis.

Organization: Organization refers to organization and structure, specifically, with sequence, unity, and coherency.

Style, Grammar, and Mechanics: Style refers to diction, syntax, and sentence variety. Grammar refers to verb tense, agreement, fragments, run-ons, pronouns, and awkward sentences. Mechanics refers to spelling, punctuation, and capitalization.

MLA Format: MLA format refers to manuscript format, in-text citation format, and works cited format.

Oxnard College: English R101 Rubric

Score of 4: Exemplary

An essay with a score of 4 will exhibit the following aspects:

- Approach and topic demonstrate critical thinking about the assignment and the prompt.
- Writer clearly has an audience in mind, recognizing that effective writing does not happen in a vacuum.
- Response explicitly meets the assignment/prompt requirements.

- Response is complete and contains well-developed paragraphs, adequate evidence, and effective discussion/analysis of evidences, details, and examples. In addition, development is connected to the thesis.
- Responses have an introduction with a thesis, topic sentences that support a thesis, logical paragraphing and sequence, a conclusion, and strong coherency.
- There are few errors in style, grammar, and mechanics. As such, the response is completely intelligible.
- Paper is formatted correctly using MLA standards and conventions.

Score of 3: Exceeds Standards

An essay with a score of 3 will exhibit the following aspects:

- Approach and topic chosen are appropriate for the assignment and the prompt, but the writer misses opportunities for depth and engagement.
- Writer clearly has an audience in mind, but necessary context and background may be missing.
- Response explicitly meets the assignment/prompt requirements.
- Response is mostly complete with some evidence, details, and/or examples; somewhat developed paragraphs with some discussion/analysis of evidence. In addition, the writer has made an attempt to connect this evidence to the thesis.
- Responses have an introduction with a thesis and topic sentences that support the thesis, but there are problematic paragraphing and sequencing.
- Coherency and conclusion are adequate.
- There are some errors in style, grammar, and mechanics. However, these errors produce little interference with comprehension.
- Paper is formatting using correct MLA standards and conventions, but has a few consistent errors.

Score of 2: Standard

An essay with a score of 2 will exhibit the following aspects:

- Approach and topic choices are appropriate for the assignment and the prompt, but the writer struggles for originality or insight or to offer an original viewpoint.
- Writer writes with only the assignment in mind, failing to address a specific audience.
- Meets all requirements, though may be minimal or may not be explicit.
- Response is in the process of being complete, but is not complete as of yet. As such, paragraphs contain little evidence and/or have little discussion/analysis of the evidence. However, the writer has in some places made an attempt to connect the evidence to the thesis.
- Responses have an introduction with a thesis and topic sentences that support the thesis. However, there are consistent issues with paragraphing and sequencing. In addition, the coherency and conclusion may be weak.

- There are major and consistent errors in style, grammar, and mechanics (including but not limited to verb tense, agreement, fragments, run-ons, pronouns, and awkward sentences). These errors interfere with intelligibility of the writing.
- There are numerous errors in MLA format that distract the reader from the essay.

Score of 1: Below Standard

An essay with a score of 1 will exhibit the following aspects:

- Approach and topic choices are inappropriate for the assignment and prompt.
- Writer does not have an audience in mind or the specific assignment.
- Writer fails to meet the assignment requirements.
- Response needs to be developed. As such, paragraphs need evidence, details, and/or examples. Writer needs to add discussion/analysis of evidence. Writer needs to make connections between evidence and thesis.
- Lacks an effective introduction with a thesis and/or lacks topic sentences that support the thesis.
- There are numerous problems with paragraphing and sequencing, and the response lacks coherency and a conclusion.
- There are numerous and consistent major errors in style, grammar, and mechanics (including but not limited to verb tense, agreement, fragments, run-ons, pronouns, and awkward sentences). These errors hinder clear comprehension.
- There is no clear formatting style followed.

Oxnard College: English R101 Rubric				
	Score of 4: Exemplary	Score of 3: Exceeds Standards	Score of 2: Standard	Score of 1: Below Standard
Content: Content refers to how the writer addresses the prompt and the approach and topic the writer chooses. In addition, content addresses audience awareness and how well the writer meets the assignment requirements.	<p>Approach and topic demonstrate critical thinking about the assignment and prompt.</p> <p>Writer clearly has an audience in mind, recognizing that effective writing does not happen in a vacuum.</p> <p>Response explicitly meets the assignment/prompt requirements.</p>	<p>Approach and topic chosen are appropriate for the assignment and the prompt, but the writer misses opportunities for depth and engagement.</p> <p>Writer clearly has an audience in mind, but necessary context and background may be missing.</p> <p>Response explicitly meets the assignment/prompt requirements.</p>	<p>Approach and topic choices are appropriate for the assignment and the prompt, but the writer struggles for originality or insight or to offer an original viewpoint.</p> <p>Writer writes with only the assignment in mind, failing to address a specific audience.</p> <p>Meets all requirements, though may be minimal or may not be explicit.</p>	<p>Approach and topic choices are inappropriate for the assignment and prompt.</p> <p>Writer does not have an audience in mind or the specific assignment.</p> <p>Writer fails to meet the assignment requirements.</p>

<p>Development and Support: Development and support refers to the evidence, details, and examples used in a paper. A well-developed essay includes topic sentences, supporting details, and transitions that support a thesis.</p>	<p>Response is complete and contains well-developed paragraphs, adequate evidence, and effective discussion/analysis of evidences, details, and examples.</p> <p>In addition, development is connected to the thesis.</p>	<p>Response is mostly complete with some evidence, details, and/or examples; somewhat developed paragraphs with some discussion/analysis of evidence.</p> <p>In addition, the writer has made an attempt to connect this evidence to the thesis.</p>	<p>Response is in the process of being complete, but is not complete as of yet.</p> <p>Paragraphs contain little evidence and/or have little discussion/analysis of the evidence.</p> <p>However, the writer has in some places made an attempt to connect the evidence to the thesis.</p>	<p>Response needs to be developed.</p> <p>Paragraphs need evidence, details, and/or examples.</p> <p>Writer needs to add discussion/analysis of evidence.</p> <p>Writer needs to makes connections between evidence and thesis.</p>
<p>Organization: Organization refers to organization and structure, specifically, with sequence, unity, and coherency.</p>	<p>Responses have an introduction with a thesis, topic sentences that support a thesis, logical paragraphing and sequence, a conclusion, and strong coherency.</p>	<p>Responses have an introduction with a thesis and topic sentences that support the thesis, but there are problematic paragraphing and sequencing.</p> <p>Coherency and conclusion are adequate.</p>	<p>Responses have an introduction with a thesis and topic sentences that support the thesis.</p> <p>However, there are consistent issues with paragraphing and sequencing.</p> <p>In addition, the coherency and conclusion may be weak.</p>	<p>Lacks an effective introduction with a thesis and/or lacks topic sentences that support the thesis.</p> <p>There are numerous problems with paragraphing and sequencing.</p> <p>Response lacks coherency and a conclusion.</p>
<p>Style, Grammar, and Mechanics: Style refers to diction, syntax, and sentence variety. Grammar refers to verb tense, agreement, fragments, run-ons, pronouns, and awkward sentences. Mechanics refers to spelling, punctuation, and capitalization.</p>	<p>There are few errors in style, grammar, and mechanics.</p> <p>The response is completely intelligible.</p>	<p>There are some errors in style, grammar, and mechanics.</p> <p>These errors produce little interference with comprehension.</p>	<p>There are major and consistent errors in style, grammar, and mechanics (including but not limited to verb tense, agreement, fragments, run-ons, pronouns, and awkward sentences).</p> <p>These errors in interfere with intelligibility of the writing.</p>	<p>There are numerous and consistent major errors in style, grammar, and mechanics (including but not limited to verb tense, agreement, fragments, run-ons, pronouns, and awkward sentences).</p> <p>These errors hinder clear comprehension.</p>
<p>MLA Format: MLA format refers to manuscript format, in-text citation format, and works cited format.</p>	<p>Paper is formatted correctly using MLA standards and conventions.</p>	<p>Paper is formatted using correct MLA standards and conventions, but has a few consistent errors.</p>	<p>There are numerous errors in MLA format that distract the reader from the essay.</p>	<p>There is no clear formatting style followed.</p>

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