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 in 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 makes 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	Approach and topic	Approach and topic chosen are	Approach and topic choices are	Approach and topic choices are		
the writer addresses the prompt	demonstrate critical thinking	appropriate for the assignment	appropriate for the assignment	inappropriate for the assignment and		
and the approach and topic the	about the assignment and	and the prompt, but the writer	and the prompt, but the writer	prompt.		
writer chooses. In addition,	prompt.	misses opportunities for depth	struggles for originality or insight			
content addresses audience		and engagement.	or to offer an original viewpoint.	Writer does not have an audience in		
awareness and how well the	Writer clearly has an audience			mind or the specific assignment.		
writer meets the assignment	in mind, recognizing that	Writer clearly has an audience in	Writer writes with only the			
requirements.	effective writing does not	mind, but necessary context and	assignment in mind, failing to	Writer fails to meet the assignment		
	happen in a vacuum.	background may be missing.	address a specific audience.	requirements.		
	Response explicitly meets the	Response explicitly meets the	Meets all requirements, though			
	assignment/prompt	assignment/prompt requirements.	may be minimal or may not be			
	requirements.		explicit.			

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