

New Jersey City University English Department

WRAP

Writing and Reading Assessment Profile

Essay Rubric

GOTHIC ID # _____ DATE _____ EVALUATOR _____

Category	4 Excellent Performance	3 Competent Performance	2 Limited Performance	1 Weak Performance	Score
Grammar, Mechanics and Usage <i>sentence construction</i> <i>sentence boundaries</i> <i>verbs (tense and agreement)</i> <i>pronouns (number/agreement)</i> <i>spelling, punctuation and capitalization</i>	The essay consistently follows the grammatical conventions of Standard Written English.	The essay follows the grammatical conventions of Standard Written English with occasional lapses that do not interfere with meaning.	The essay repeatedly violates the grammatical conventions of Standard Written English resulting in numerous errors that may distract from but do not obscure meaning.	The essay repeatedly violates the grammatical conventions of Standard Written English resulting in numerous errors that obscure meaning.	

A score of 3 (competent) or higher in the above category is required to pass the exam.
 A limited or weak performance in this category results in a failing exam.

P/F

Category	3 Excellent Performance	2 Competent Performance	1 Weak Performance	
Introduction and Conclusion <i>thesis</i> <i>use of topic as context for essay</i>	The essay provides a well developed introduction that situates the topic and contains a clear and focused thesis; conclusion is cogent and thoughtful.	The essay provides an introduction that situates the topic only partially but contains a clear thesis, and/or conclusion merely restates the thesis and summarizes the support.	The essay lacks an introduction, thesis, or conclusion, and/or the introduction and thesis lack coherence.	
Response to Question and Use of Passage <i>relevance to the question</i> <i>references to the passage</i> <i>use of the passage</i>	The essay responds directly to the question, accurately and thoughtfully uses the passage, and includes direct quotations from or references to the passage in support of the argument.	The essay responds in a relevant way to the question and refers to the passage in support of the argument; references to or discussion of the passage may be unspecific or imprecise.	The essay's response to the question or use of the passage is irrelevant, inaccurate or nonexistent.	
Focus, Organization and Development <i>paragraphing</i> <i>transitions</i> <i>progression of ideas</i> <i>use of reasons and examples</i> <i>focus</i>	Paragraphs are fully developed and include topic sentences and transitions; essay is logically and fully developed; reasons and examples are specific and sound; essay is focused.	Paragraphs include topic sentences but may lack transitions or full development; essay may lack full development; reasons and examples are relevant; essay may lack consistent focus.	Paragraphs lack development, topic sentences, and/or transitions; essay lacks logical development, reasons, and/or examples; essay lacks coherence or focus.	
Style <i>voice</i> <i>perspective</i> <i>creativity</i>	The essay exhibits a distinctive voice, fresh perspective and/or creative approach; essay contains sentence variety; diction is precise and diverse.	The essay exhibits a clear, consistent voice with occasional lapses into colloquialism or casualness; essay contains some sentence variety; diction is generally effective.	Sentence structure is simplistic or convoluted and/or diction is highly repetitive or consistently inaccurate, and/or voice is colloquial or casual throughout.	

Notes (use back of sheet if necessary):

Top Portion Score Score of 3 or higher required to pass	
Bottom Portion Score	
Total Score Highest Possible Score: 16	

* A total of 11 or higher (with 3 points minimum in the Top Portion) is required to pass. No partial points are awarded. [11/14/07]