

ENG 099 Timed Writing Rubric				
Criteria	4—high pass	3—satisfactory pass	2—not passing	1—far below passing
Reading Comprehension <i>(demonstrate you understand the articles)</i>	The text ¹ accurately and sufficiently represents--and demonstrates understanding of--the articles’ ideas, nuance, and tone.	The text, for the most part, accurately and sufficiently represents --and demonstrates understanding of—the articles’ ideas (minor lapses in understanding or representation may be apparent).	The text indicates significant oversimplification and/or misunderstanding of the articles.	The text demonstrates significant misunderstanding of articles.
Thesis / Claim & Structure <i>(write a clear thesis/claim that responds to the prompt; organize your ideas)</i>	The text introduces a compelling thesis/claim that is arguable and takes a purposeful position on an issue in response to the prompt. The text has a structure and organization that is carefully crafted to support the thesis/claim.	The text introduces a thesis/claim that takes a position in response to the prompt. The text has a structure and organization that is, for the most part, aligned with the thesis/claim.	The text contains an unclear or emerging thesis/claim that suggests a vague position. The text has limited structure, organization, or alignment with the thesis/claim.	The text contains an unclear, vague, or no position. The text has very limited or no structure and organization.
Support <i>(include enough relevant evidence)</i>	The text provides convincing and relevant evidence ² to back up the claim.	The text provides sufficient, mostly relevant evidence to back up the claim.	The text provides insufficient evidence to back up the claim.	The text contains limited or no evidence related to the claim.
Cohesion: <i>(connect your ideas)</i>	The text strategically uses words, phrases, and clauses to link the major sections of the text. The text explains the relationships between the thesis/claim and reasons as well as the evidence ³	The text uses words, phrases, and clauses to link the major sections of the text. The text mostly connects the thesis/claim, reasons and evidence.	The text contains limited words, phrases, and clauses to link the major sections of the text. The text does not clearly connect the thesis/claim, reasons, and evidence.	The text contains few, if any, words, phrases and clauses to link the major sections of the text. The text does not connect the thesis/claim, reasons, and evidence.
Style and Conventions: <i>(write like you’re writing for school; proofread)</i>	The text presents an engaging and formal tone. The text intentionally uses standard English conventions of usage and mechanics. The text contains few or no grammar, spelling, or errors.	The text illustrates a developing awareness of appropriate tone. The text demonstrates standard English conventions of usage and mechanics. The text may contain several grammar, spelling, or punctuation errors, but the errors rarely impede understanding.	The text illustrates a limited awareness of formal tone. The text demonstrates some accuracy in standard English conventions of usage and mechanics. The text contains many errors, and the errors often impede understanding.	The text illustrates inaccuracy in standard English conventions of usage and mechanics. The many errors contained in the text make it very difficult to understand.

¹ In this rubric, “the text” refers to the student essay being evaluated.

² This includes evidence from both sources and could include addressing counterclaims.

³ This includes integrating source-based evidence and linking this evidence to reasons and claims.