The Evaluative Essay: From Reading to Rating Rubric

*Total Possible Points: 100*

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| --- | --- | --- | --- | --- | --- |
|  | Unsatisfactory1-5 points | Needs Improvement  6-10 points | Meets Expectations  11-15 points | Exceeds Expectations  16-20 points | Outstanding  21-25 points |
| Content covers five ratings and develops at least one paragraph for each rating | Content does not cover all five ratings or may significantly lack explanation and support to justify the rating(s) | Content covers five ratings but one or two paragraphs may need more explanation or support to demonstrate justification for the paragraph’s  rating. | Content covers five ratings and develops at least one paragraph for each rating | Content covers five ratings and at least one paragraph for each rating; one or two paragraphs exceed basic insight and analysis in justifying ratings. | Content covers five ratings and at least one paragraph for each rating. Most developed paragraphs thoroughly analyze merit with critical insight and explanation |
| Paragraph format  3-5 sentences minimum  Topic sentences should directly and without ambiguity answer the appropriate question for the selected rating; supporting lines should explain and provide textual evidence for answer. In-text citations should be used if directly quoting or paraphrasing from a source. Conclusions should wrap-up analysis but not introduce new opinions or facts. | Paragraph(s) may or may not be inclusive of a topic sentence, supporting detail with appropriate citation, and conclusion. One or more parts are either absent or incomplete. Transitions, verbs, and other factors may hinder line-flow | Paragraph)s) mostly demonstrate sufficient topic sentences, supporting line(s) with citation, if necessary, and concluding remark(s), but one or more parts need improvement for clarity | Paragraph(s) demonstrate a sufficient topic sentence, supporting line(s), appropriate citation if required, and concluding statement. Transitions from one paragraph to another and/or within sentences are sufficient | Paragraph(s) demonstrate a highly effective topic sentence, supporting detail, with citation if necessary, and conclusion. Transitions are mostly strong, as are most points of analysis and action verbs | Paragraph(s) include necessary and well-revised parts (topic sentence, support, and conclusion) that reflect strong transitions, action verbs, and insightful analysis |
| In-text citations should meet standard guiding style selected by instructor or determined by department. | Multiple errors exist in citations and/or lack of citations may indicate misuse of evidence | One or two in-text citation(s) may be incorrect or may fall under a different rule | In-text citation(s) meet basic style guide, specifically, to rules covered in class | In-text citation(s) show complex use of style guide in addition to ones in class | In-text citation(s) exceed expectations and are accompanied with full-text citation(s) |
| Introduction, thesis, and conclusion | Significant gaps in either the introduction, reasoning, thesis, or conclusion may be visible. These parts, if included at all, may also lack meaningful connection to the rest of the paper. | Introductory paragraph may begin to introduce ratings but not specify the exact overall rating or reasoning for it. The thesis may not be seamlessly connected to the rest of the paper. The conclusion may have similar problems or introduce new material | Introductory paragraph clearly emphasizes justification for an overall rating of the selected text (i.e., thesis), and a concluding paragraph wraps up the evaluative essay; transitions are sufficient to each paragraph’s focus (rating) | Introductory paragraph clearly emphasizes justification for an overall rating of the selected text (i.e., thesis), and a concluding paragraph wraps up the evaluative essay; student has also begun to show effort to revise most individual paragraphs to reiterate thesis | Introduction, thesis, and conclusion exceed expectations AND transitional language  throughout paper’s paragraphs are strong and reiterate thesis (overall rating) without redundancy or distraction from individual paragraph- content and “flow” |