

Essay 1: Summary/Response
FYW Program, Dept. of English, University of West Georgia

Category/Grade	A	B	C	D	F	Assessment
Summary & Critical Reading (25%)	<input type="checkbox"/> Fairly and fully introduces the larger issue/controversy based on research. (8.3) <input type="checkbox"/> Neutrally and accurately synthesizes the main ideas and argument of the source text, along with key supporting claims, in original language. (8.3) <input type="checkbox"/> Demonstrates deep intellectual engagement with and understanding of material. (8.3)	<input type="checkbox"/> Fairly introduces the larger issue/controversy based on research (7.3). <input type="checkbox"/> Accurately summarizes the source text's main argument in original language, may overlook one or two key supporting points. (7.3) <input type="checkbox"/> Demonstrates engagement with and solid understanding of material. (7.3)	<input type="checkbox"/> Introduces the larger issue/or controversy, but the scope and/or connections to the research are limited. (6.3) <input type="checkbox"/> Accurately summarizes the source text's main argument in original language though summary may be overly general, vague or overlook key supporting claims.(6.3) <input type="checkbox"/> Demonstrates surface level engagement with material and limited, if accurate, understanding. (6.3)	<input type="checkbox"/> Presents a surface level and/or bias view of the larger issue/ controversy. (5.3) <input type="checkbox"/> Captures some of the source text's main ideas, though missing a summary of the larger argument. Most in original language. (5.3) <input type="checkbox"/> Little engagement with text and/or partial understanding of material. May interject opinion rather than neutrally summarizing the author's ideas. (5.3)	<input type="checkbox"/> Does not introduce the larger issue/controversy. (4.3) <input type="checkbox"/> Mainly quotes from or relies too heavily on original wording and/or inaccurately represents the source text's argument and/or summary focuses on personal opinion rather than neutrally presenting the text. (4.3) <input type="checkbox"/> Demonstrates little to no engagement with the text and/or inaccurate understanding. (4.3)	
	25	22	19	16	13	
Response/Thesis (25%)	<input type="checkbox"/> The thesis demonstrates insightful engagement with and a clear, detailed, compelling argument in response to the text, regarding its effectiveness or significance. (12.5) <input type="checkbox"/> Body paragraphs are persuasive, logically sound, and keep both the source text and larger issue/controversy in context. (12.5)	<input type="checkbox"/> The thesis demonstrates engagement with text and a clear compelling argument in response to the text, regarding its effectiveness or significance, though may be lacking in specificity or detail. (11) <input type="checkbox"/> Body paragraphs are persuasive and logically sound, though connections to the larger issue/controversy are limited. (11)	<input type="checkbox"/> The thesis clearly responds to text, though argument may be vague or lacking in critical engagement. (9.5) <input type="checkbox"/> Body paragraphs are logically sound, though connections to both the larger issue/controversy and the source text lack depth. (9.5)	<input type="checkbox"/> The thesis lacks clarity or a clear argument/engagement with text. (8) <input type="checkbox"/> Body paragraphs make some general connections to the issue and source text, but they contain flawed logic and/or bias that impede the response's effectiveness. (8)	<input type="checkbox"/> No discernable thesis. Little to no evidence of engagement with or understanding of the text. (6.5) <input type="checkbox"/> Body paragraphs show no evidence of critically responding to the selected issue/controversy and source text. (6.5)	
	25	22	19	16	13	
Organization & Development (20%)	<input type="checkbox"/> Provides an effective organizational structure that includes sophisticated introductory and conclusion paragraphs.	<input type="checkbox"/> Provides an organizational structure that includes an effective introduction and conclusion. (8)	<input type="checkbox"/> Includes an introduction and conclusion, though some development may be needed. (7)	<input type="checkbox"/> Includes an introduction and conclusion, yet they contain ambiguities or irrelevant information. (6)	<input type="checkbox"/> The essay lacks an organizational strategy on both the paragraph and sentence levels.	

	<p>(10)</p> <p><input type="checkbox"/> All body paragraphs include well-developed summary and critique with strong topic sentences, effective sequencing of ideas and smooth transitions. (10)</p> <p>20</p>	<p><input type="checkbox"/> Body paragraphs include well-developed summary and critique with effective topic sentences, sequencing of ideas and transitions, though some development may be needed. (8)</p> <p>16</p>	<p><input type="checkbox"/> Body paragraphs include summary and critique, most containing recognizable topic sentences. Sequencing of ideas and transitions may be illogical or lacking at times. (7)</p> <p>14</p>	<p><input type="checkbox"/> Body paragraphs include summary and critique, but sequencing of ideas is illogical or hard to follow. Ineffective transitions. (6)</p> <p>12</p>	10	
Style, Grammar & Syntax (20%)	<p><input type="checkbox"/> Tone is rhetorically effective, and ideas are clearly articulated using precise word choice and varied sentence structures.(10)</p> <p><input type="checkbox"/> Grammar, spelling, and punctuation are conventionally appropriate with very few errors, none of which interferes with coherence.(10)</p> <p>20</p>	<p><input type="checkbox"/> Tone is rhetorically effective, and ideas are clearly articulated using precise word choice and varied sentence structures, though some sentences may include minor phrasing or word choice issues.(8)</p> <p><input type="checkbox"/> Contains no distracting patterns of grammar, spelling and punctuation errors.(8)</p> <p>16</p>	<p><input type="checkbox"/> The essay has no pervasive pattern of sentence-level incoherence, but tone is inconsistent, sometimes lacking sentence variety and effective word choice. (7)</p> <p><input type="checkbox"/> Includes some distracting, but not serious, problems in grammar, spelling and punctuation. (7)</p> <p>14</p>	<p><input type="checkbox"/> The essay contains patterns of sentence-level incoherence and lacks sentence variety and effective word choice.(6)</p> <p><input type="checkbox"/> Includes many distracting errors in grammar, spelling, and punctuation. (6)</p> <p>12</p>	<p><input type="checkbox"/> Serious sentence-level incoherence, no sentence variety and ineffective word choice. (5)</p> <p><input type="checkbox"/> Grammar, spelling, and punctuation errors obstruct meaning.(5)</p> <p>10</p>	
Format & Basic Requirements (10%)	<p>Adheres to <i>all</i> assignment requirements regarding MLA formatting, length, and topic.</p> <p>10</p>	<p>Adheres to assignment requirements concerning length and topic with very few MLA formatting issues.</p> <p>8</p>	<p>Mostly adheres to assignment requirements concerning length and topic with few MLA formatting issues.</p> <p>7</p>	<p>Fails to adhere to essay length or topic requirements and includes consistent MLA formatting issues.</p> <p>6</p>	<p>Fails to adhere to all assignment requirements, the prompt, and/or includes plagiarism.</p> <p>5</p>	