

CRTW Essay Rubric

	A (90–100)	B (80–89)	C (70–79)	D (60–69)	F (0–59)
Purpose & Organization	Essay displays innovative and complex analysis and argument. Clear purpose and effective, logical organization.	Essay displays clear sense of topic and purpose. Effective and logical plan of organization.	Essay displays clear sense of topic or purpose, but problems with organization may exist. Not specific or sufficiently developed.	Essay demonstrates an attempt to fulfill the assignment. May lack clear purpose or sufficient organizational plan.	Essay does not meet assignment requirements. Lacks purpose or organizational plan.
Thesis, Question at Issue, & Point of View	Imaginative, clear , precise , and relevant thesis addresses complexities of the issue. Synthesizes alternative points of view and acknowledges potential impediments.	Clear , precise , and relevant thesis addresses some complexities. Acknowledges alternative points of view and may address potential impediments.	Thesis may lack precision , relevance , or specificity. Does not acknowledge alternative points of view.	Thesis may be general, implied, imprecise , or predictable. Fails to acknowledge different sides or complexities of an issue.	Thesis is self-contradictory or missing.
Information & Use of Evidence	Essay displays breadth of relevant and accurate information. Complex analysis, sophisticated understanding of the source’s information and conclusions.	Information is accurate and sufficiently interpreted and evaluated. Sources are questioned, but evaluation and understanding are less complex.	Essay includes some interpretation and evaluation of information but not enough to develop a logical analysis or synthesis. Little questioning of sources.	Information is inaccurate or taken from source without question, interpretation, or evaluation. More report than analysis.	Information is lacking or inaccurate , insufficient , inappropriate. Includes generalizations, faulty assumptions, or errors of fact.
Context, Assumptions, & Concepts	Writer sufficiently analyzes own and others’ assumptions and sufficiently evaluates the relevance of contexts. Relevant concepts are clearly identified and defined.	Writer identifies and questions own and others’ assumptions and identifies relevant contexts. Relevant concepts are identified and defined.	Writer questions some assumptions and identifies context. May be more aware of other’s assumptions than one’s own. Relevant concepts identified but not defined.	Writer displays emerging awareness of assumptions. Identifies some contexts and less relevant concepts.	Writer lacks awareness of assumptions. Fails to identify relevant contexts and concepts.
Conclusions & Consequences	Conclusions and related implications/consequences are logical and aligned with a relevant breadth of evidence.	Conclusions are logically tied to a range of information, including opposing viewpoints and relevant consequences.	Information is chosen to fit the desired conclusions. Some consequences may be identified clearly .	Conclusions are oversimplified or insufficiently tied to information discussed. Consequences are oversimplified.	Conclusions are missing or irrelevant . Consequences are not identified.
Writing Style, Grammar, Mechanics, & Documentation	Energetic, clear , and precise writing style. Few or no grammatical and/or mechanical errors. Sources integrated and documented accurately using MLA format.	Clear and precise writing style. Evidence of careful editing, but may contain a few grammatical and/or mechanical errors that do not impede understanding. Minor inaccuracies in documentation of sources.	Clear style, but may include problems with sentence construction or word choice. Errors may affect readers’ ability to understand content. May display patterns of inaccurate documentation of sources.	Unclear style compromised by repetitive or flawed sentence patterns, inappropriate or imprecise word choice, and/or confusing syntax. Errors may interfere with readability. Incomplete or inaccurate documentation.	Unclear style compromised by serious difficulties with fluency that impede understanding. Sources may not be handled responsibly and/or documented accurately .