

MCC Rubric for Assessing Placement Challenge Essays

Organized below using the following criteria:

Summary
Thesis/central focus
Understanding of article (reading comprehension)
Use of quotes or examples from article
Essay structure
Analysis
Language/writing/comprehensibility
Engagement level

Placement of 1 – English 003

No attempt to summarize the reading
Lack of thesis or central focus
No (or very little) evidence of understanding the reading or prompt
Does not quote (directly or indirectly) from text
Complete lack of supporting detail
Lack of awareness of paragraph structure
Short response; lack of development (no idea fully developed)
Lack of comfort with language
Incoherent: Student can't fully express ideas to be understandable to audience
(very few or no sentences make clear sense)
No engagement

Placement of 2 – English 066

No (or very little) attempt to summarize the reading
Lacks or has weak thesis or central focus
Does not reveal understanding of reading beyond an overly generalized idea
(superficial engagement of text)
Attempted to address the topic-- Sense of having read the essay but perhaps not
completely understood it
Some evidence of understanding the reading or prompt
Does not quote (directly or indirectly) from text
Has some of the problems of a 1 but may have some paragraph structure or
development and/or essay structure, albeit weak
Show some familiarity with language (albeit weak), but may have some garbled,
incoherent sentences and grammatical, syntactic errors
Weak or limited engagement

Placement of 3 – English 093

Attempts to summarize the text
Some sense of thesis, central focus
Demonstrates partial understanding of reading but may have some gaps
Formal sense of essay even if not perfectly related to what prompt asks student to do
Some explicit references to the text, but might be weak in some areas
Some sense of basic structure with paragraphs, but may have weak development in places or lack strong transitions
May use personal narrative to illustrate the concept of the reading
May have some associative thinking (vs. purposeful thinking)
Generally comprehensible, though may use oversimplification, clichés or ineffective/inappropriate/informal language
Some sentences may be ambiguous or unclear; frequent, if patterned, grammatical errors
Some evidence of engagement or original thought: may be willing to contest the author or to authentically agree

Placement of 4 or 5 – English 101

Coherent and effective summary of article
Clear thesis or central focus
Definitely understands the essay
Clear, explicit integration of evidence or examples from reading, another text, or life experiences that appropriately backs up main idea
Demonstrates competence in and familiarity with (considering one hour constraint) essay structure using paragraphs and transitions that form a logical thread -- even if a very few ideas lack logical flow
A sustained and coherent analysis; references to specific ideas from several different places in the reading, not just the overall argument
May not be consistent throughout in tone, purpose, sense of audience, or syntax, but overall, few ambiguous sentences; few or no errors in grammar and punctuation
Sense of authentic engagement