

Extended Definition Essay Rubric

Name:

Task: Students will create a process analysis that will focus on instructing or informing the reader how to do something.

<p>Thesis/Topic Focus CCSS 9-10.2a</p>	<p>Topic is clear, yet debatable. Author anticipates present meaning &amp; inherent bias with appropriate claim &amp; thesis. Clear planning was done.</p>	<p>Topic is clear, yet debatable. Author anticipates present meaning in appropriate thesis with appropriate claim.</p>	<p>Topic is sometimes clear and debatable. Thesis is too simplistic or straightforward.</p>	<p>Topic is unclear and unfocused. Thesis is missing, unclear, or unfocused. No claim made.</p>
<p>Definition Development &amp; Examples CCSS 9-10.2b</p>	<p>Definition has multiple perspectives, clearly delineating what it is and is not. Definition is never contradictory and clearly builds in understanding.  Examples are thoughtfully chosen, clearly expanding upon the understanding of the definition; paragraphs are balanced with various examples.</p>	<p>Definition has some different perspectives, delineating what it is and is not. Definition is never contradictory and adequately builds in understanding.  Examples are appropriately chosen, expanding upon the understanding of the definition; paragraphs are mostly balanced with examples.</p>	<p>Definition has few different perspectives, sometimes outlining negations. Definition is occasionally contradictory and occasionally builds in understanding.  Some examples are appropriately chosen, sometimes expanding upon the understanding of the definition; paragraphs are sometimes balanced with examples.</p>	<p>Definition only takes one approach (con/den), with little to expansion into different nuances of the word. Definition elements may contradict one another.  Few to no examples used; examples chosen are not generative or germane to the definition at hand. Examples are sporadic and/or inconsistent.</p>
<p>Organization &amp; Stylistic Choices CCSS 9-10.2c</p>	<p>Ideas are connected in a cohesive way that enhances the overall definition and topic development  Author successfully uses at least 3: narratives/ anecdotes, quotes, allusions, synonyms, literary devices, and other rhetorical strategies to reach a clear definition.</p>	<p>Ideas are connected with transitions in between paragraphs and new ideas  Author successfully uses 2: narratives/ anecdotes, quotes, allusions, synonyms, literary devices, and other rhetorical strategies to reach a definition.</p>	<p>Ideas lack clear transitions; paragraphs or ideas appear disjointed.  Author successfully uses 1: narratives/ anecdotes, quotes, allusions, synonyms, literary devices, and other rhetorical strategies to reach a definition.</p>	<p>No transitions present; ideas appear haphazardly arranged with no clear sequence of ideas.  Author successfully uses 0: narratives/ anecdotes, quotes, allusions, synonyms, literary devices, and other rhetorical strategies to reach a definition.</p>

Teacher Comments:

