

Writing II Essay Rubric

Student Name:

Criteria	Beginning 1 (<60%)	Developing 2 (61-70%)	Proficient 3 (71-80%)	Excellent 4 (81-90%)	Master 5 (91-100%)	Mark
<p>Process</p> <p>1.) Prewriting 2.) Drafting 3.) Editing</p>	<p>Student does not participate in brainstorming or prewriting process Student is missing most drafts Student does not actively participate in editing process. Few to no changes are made Essay is incomplete Final submission is missing many of the required elements</p>	<p>Student conducts little brainstorming or prewriting Student creates drafts with minimal effort. Some drafts may be late or missing Student makes few changes to drafts; changes are of minimal quality, only slightly improving the paper Some elements of the writing process are missing from the final submission</p>	<p>Student adequately brainstorms and conducts prewriting to prepare for paper Student creates drafts with some effort Student makes changes to drafts; changes improve the overall paper, but some errors still remain All elements of writing process are present in final submission.</p>	<p>Student brainstorms and conducts prewriting Student creates drafts with some effort Student makes considerable changes to drafts; changes are of good quality, improving the product in many ways All elements of writing process are present in final submission.</p>	<p>Student actively brainstorms and thoroughly conducts prewriting to prepare for paper Student creates multiple drafts with high effort Student makes considerable changes to drafts; changes are of high quality, improving the product in meaningful ways All elements of writing process are present in final submission.</p>	/10
<p>Quality</p> <p>1.) Clarity 2.) Audience 3.) Authenticity</p>	<p>Essay is illegible or difficult to follow Transitions are rarely used Word choice is overly simplistic or below student capabilities Language is informal for intended audience Paper is off topic Paper is of a fictional event</p>	<p>Essay is occasionally difficult to follow Few transitions are used; some transitions may be inappropriate Some “dead” words or informal language for the intended audience Paper is sometimes on topic; many elements seem unrelated or distracting to the intended focus of the essay</p>	<p>Essay is mostly easy to follow Transitions are occasionally used to aid in the comprehension of the essay Word choice is simple, but appropriate for the intended audience Paper is mostly related to given topic. Topic present, but some elements seem unrelated or distracting.</p>	<p>Essay is easy to follow Transitions are used to aid in the comprehension of the essay Formal tone and diction used, appropriate for the intended audience Paper topic is developed, true to the prompt Topic is realized; Essay utilizes a variety of strategies to convey message to the reader</p>	<p>Clear, easy-to-follow essay. Purposeful and sophisticated transitions are used to aid in the comprehension of the essay Formal tone and diction used, appropriate for the intended audience Paper topic is fully developed, true to the prompt Topic is fully realized; essay is complex in nature, offering multiple perspectives and/or utilizes a variety of strategies to convey message to the reader</p>	/10
<p>Content</p> <p>1.) Creativity 2.) Purpose 3.) Focus</p>	<p>Paper does not reflect the given prompt Paper is not focused on one specific event or moment and/or lacks details Paper is boring to read</p>	<p>Paper somewhat reflects the given prompt Paper is somewhat focused on one specific event or moment while providing some details Paper is somewhat interesting;</p>	<p>Paper mostly reflects the given prompt Paper is mostly focused on one specific event or moment while still providing details Paper is interesting to read</p>	<p>Paper reflects the given prompt Paper is focused on one specific event or moment while still providing details Paper is interesting; writer actively engages the reader</p>	<p>Paper directly reflects the given prompt Paper is focused on one specific event or moment while still providing ample details Paper is interesting; writer actively engages the reader</p>	/10
<p>Correctness</p> <p>1.) Structure 2.) Grammar >>Commas 3.) MLA Format</p>	<p>Student does not follow general structure of essay Paragraphs are not utilized correctly, missing formatting, transitions, and/or merged topics Comma rules are regularly confused and/or incorrect Paper has many MLA formatting errors</p>	<p>Student somewhat follows general structure of essay Some paragraphs are indented, pertain to new topics, are concluded, and utilize effective transitions Some comma rules are followed correctly Paper has some MLA formatting errors</p>	<p>Student mostly follows general structure of essay Most paragraphs are indented, pertain to new topics, are concluded, and utilize transitions Most comma rules are followed correctly Paper has few MLA formatting errors</p>	<p>Student follows general structure of essay All paragraphs are indented, pertain to new topics, are concluded, and utilize transitions Comma rules are followed correctly Paper has no MLA formatting errors</p>	<p>Student follows general structure of essay All paragraphs are indented, pertain to new topics, are concluded, and utilize effective transitions All comma rules are followed correctly Paper has no MLA formatting errors</p>	/10
<p>Genre Specific: Narrative</p> <p>1.) Vivid descriptions 2.) Voice 3.) Reflection</p>	<p>Student’s paper has little to no images and rarely uses sensory details when describing Paper is void of student voice – no personality shows Conclusion / reflection is absent or underdeveloped</p>	<p>Student creates few images, seldom utilizes details Voice is sometimes present, occasionally allowing for student’s personality to show Student concludes essay with minimal reflection Reflection lacks development or connection to the story/learned events</p>	<p>Student creates images by utilizing some details. Voice is mostly present, allowing for student’s personality to show Student concludes essay with reflection Reflection mostly connects to what the student has learned</p>	<p>Student creates many images by utilizing sensory details. Voice is present, allowing for student’s personality to show Student concludes essay with the big picture in mind Reflection connects to what the student has learned</p>	<p>Student creates strong images by utilizing varied sensory details. Clear voice is present, allowing for student’s personality to show Student concludes essay with questions about the larger implications of this memory or event for his/her life Reflection connects to human condition/universal truth</p>	/10

Total

/50