

## Rubric for Descriptive Essay

	<b>Ideas and Content</b>	<b>Organization</b>
6	<ul style="list-style-type: none"> <li>• The paper responds fully to all three components of the writing prompt.</li> <li>• Main ideas stand out, and they are supported by compelling, relevant, and specific details, narratives, or illustrating examples.</li> <li>• The author shares insights and makes authentic connections between past experiences and future classroom practice.</li> </ul>	<ul style="list-style-type: none"> <li>• An enticing introduction draws the reader into the paper and offers clues about what is coming.</li> <li>• A satisfying conclusion reinforces earlier concepts, and it raises questions or points toward evolving issues.</li> <li>• Transition words, phrases, or sentences illuminate the relationships between ideas in different paragraphs and sentences.</li> <li>• Supporting details and examples are placed in a way that enhance the organizational structure of the paper.</li> </ul>
5	<ul style="list-style-type: none"> <li>• The paper responds to all three components of the writing prompt.</li> <li>• Main ideas are clear and supported by relevant, specific details, narratives, or illustrating examples.</li> <li>• The author makes authentic connections between past experiences and future classroom practice.</li> </ul>	<ul style="list-style-type: none"> <li>• An effective introduction draws the reader into the paper and offers clues about what is coming.</li> <li>• A satisfying conclusion reinforces earlier concepts but does not raise questions or point to issues beyond the scope of the paper.</li> <li>• Transition words, phrases, or sentences clarify the relationships between ideas in different paragraphs and sentences.</li> <li>• Supporting details or examples are placed in a way that clarify the organizational structure of the paper.</li> </ul>
4	<ul style="list-style-type: none"> <li>• The paper responds fully to two components of the writing prompt.</li> <li>• Main ideas are clear and somewhat supported by details, narratives, or examples.</li> <li>• The author makes connections between past experiences and future classroom practice.</li> </ul>	<ul style="list-style-type: none"> <li>• An adequate introduction offers clues about what is coming.</li> <li>• An adequate conclusion summarizes earlier concepts.</li> <li>• Transitions words, phrases, or sentences clarify the relationships between some ideas in different paragraphs or sentences.</li> <li>• Supporting details or examples are placed in a way that fit with the organizational structure of the paper.</li> </ul>
3	<ul style="list-style-type: none"> <li>• The paper responds to two components of the writing prompt.</li> <li>• Main ideas are present, some of which are supported by general details, narratives, or examples.</li> <li>• The author describes past experiences that are marginally connected to future classroom practice.</li> </ul>	<ul style="list-style-type: none"> <li>• The introduction is formulaic or marginally connected to what is coming.</li> <li>• The conclusion is formulaic or marginally connected to earlier concepts.</li> <li>• Predictable transition words, phrases, or sentences indicate relationships between some ideas in different paragraphs or sentences.</li> <li>• Supporting details and examples, for the most part, fit with the organizational structure of the paper.</li> </ul>
2	<ul style="list-style-type: none"> <li>• The paper responds to one component of the writing prompt.</li> <li>• Main ideas are unclear and are somewhat supported by marginally relevant details, narratives, or examples.</li> <li>• The author describes past experiences but does not connect them to future classroom practice.</li> </ul>	<ul style="list-style-type: none"> <li>• The introduction is not connected to what is coming.</li> <li>• The conclusion is not connected to earlier concepts.</li> <li>• Transition words, phrases, or sentences are missing.</li> <li>• The placement of supporting details and examples may at times be confusing in the context of the organizational structure of the paper.</li> </ul>
1	<ul style="list-style-type: none"> <li>• The paper does not respond to the writing prompt.</li> <li>• Main ideas are difficult to identify, and they are not supported with details or examples.</li> <li>• The author does not describe past experiences or future classroom practice.</li> </ul>	<ul style="list-style-type: none"> <li>• There is no real introduction; the paper just begins.</li> <li>• There is no real conclusion; the paper just stops.</li> <li>• Transition words, phrases, or sentences are confusing.</li> <li>• The placement of supporting details and examples indicates that the paper lacks an organizational structure.</li> </ul>

	<b>Word Choice</b>	<b>Voice</b>
6	<ul style="list-style-type: none"> <li>• The author uses precise words to evoke strong images and clarify meaning.</li> <li>• The author demonstrates command of a wide variety of colorful and striking words.</li> <li>• Informal language and technical language (if used) achieve stylistic purposes effectively. Technical or little-known words are defined and explained.</li> </ul>	<ul style="list-style-type: none"> <li>• The paper achieves an effective and appropriate level of closeness to or distance from audience.</li> <li>• Personal narratives or examples are vivid and engaging.</li> <li>• The topic comes to life with appropriate originality, liveliness, honesty, conviction, excitement, or humor.</li> </ul>
5	<ul style="list-style-type: none"> <li>• The author uses precise words to evoke clear images and clarify meaning.</li> <li>• The author uses a variety of colorful and striking words.</li> <li>• Informal language and technical language (if used) achieve stylistic purposes. Technical or little-known words are defined.</li> </ul>	<ul style="list-style-type: none"> <li>• The paper includes an appropriate level of closeness to or distance from the audience.</li> <li>• Narratives or examples are engaging.</li> <li>• The paper includes effective originality, liveliness, honesty, conviction, excitement, or humor.</li> </ul>
4	<ul style="list-style-type: none"> <li>• The author uses precise words to accurately communicate meaning.</li> <li>• The author uses a variety of effective words.</li> <li>• Informal language and technical language (if used) are purposeful and used accurately.</li> </ul>	<ul style="list-style-type: none"> <li>• The paper exhibits a consistent level of closeness to or distance from the audience.</li> <li>• Narratives or examples are appropriate.</li> <li>• The paper includes appropriate originality, liveliness, honesty, conviction, excitement, or humor.</li> </ul>
3	<ul style="list-style-type: none"> <li>• The author uses some precise words and some general words.</li> <li>• The author often repeats the same words.</li> <li>• Informal language does not achieve a purpose, or occasional technical terms go undefined.</li> </ul>	<ul style="list-style-type: none"> <li>• For the most part, the paper exhibits a consistent level of closeness to or distance from the audience.</li> <li>• Several narratives or examples are general and do not exhibit any sense of the writer behind them.</li> <li>• For the most part, the paper includes appropriate originality, liveliness, honesty, conviction, excitement, or humor.</li> </ul>
2	<ul style="list-style-type: none"> <li>• The author uses many general words that do not clarify meaning.</li> <li>• The author repeats a limited variety of the same words.</li> <li>• The author uses informal and technical language in a way that is inappropriate for the audience and occasion.</li> </ul>	<ul style="list-style-type: none"> <li>• The paper exhibits an inconsistent level of closeness to or distance from the audience.</li> <li>• All narratives or examples are general and do not exhibit any sense of the writer behind them.</li> <li>• The paper exhibits inconsistent levels of originality, liveliness, honesty, conviction, excitement, or humor.</li> </ul>
1	<ul style="list-style-type: none"> <li>• The author uses general or inaccurate words that impede the reader's understanding.</li> <li>• The author repeats many overused or cliché words.</li> <li>• The author uses informal and technical terms inaccurately.</li> </ul>	<ul style="list-style-type: none"> <li>• The paper exhibits an inappropriate level of closeness or distance from the audience.</li> <li>• The paper does not include narratives or examples.</li> <li>• The paper lacks originality, liveliness, honesty, conviction, excitement, and humor.</li> </ul>

	<b>Sentence Fluency</b>	<b>Conventions</b>
6	<ul style="list-style-type: none"> <li>• The paper exhibits extensive variation in sentence structure, length, and beginnings.</li> <li>• Expressive oral reading is easy and enjoyable.</li> <li>• The author exhibits full control of complex sentences, simple sentences, and (possibly) fragments that achieve stylistic purposes.</li> </ul>	<ul style="list-style-type: none"> <li>• Spelling, grammar, and capitalization are correct and guide the reader.</li> <li>• The author uses different types of punctuation to enhance the meaning of the paper.</li> <li>• There is no need for additional editing.</li> </ul>
5	<ul style="list-style-type: none"> <li>• The paper exhibits significant variation in sentence structure, length, and beginnings.</li> <li>• Expressive oral reading is easy.</li> <li>• The author exhibits strong control of complex sentences, simple sentences, and (possibly) fragments that achieve stylistic purposes.</li> </ul>	<ul style="list-style-type: none"> <li>• Spelling, grammar, and capitalization are correct.</li> <li>• The author uses different types of punctuation to clarify the meaning of the paper.</li> <li>• There is little need for additional editing.</li> </ul>
4	<ul style="list-style-type: none"> <li>• The paper exhibits a fair degree of variation in sentence structure, length, and beginnings.</li> <li>• Oral reading is easy.</li> <li>• The author exhibits control of complex sentences, simple sentences, and (possibly) fragments that achieve stylistic purposes.</li> </ul>	<ul style="list-style-type: none"> <li>• Spelling, grammar, and capitalization are correct for the most part, but they include minor errors that don't interfere with meaning.</li> <li>• The author uses different types of punctuation correctly.</li> <li>• There is some need for editing, but errors don't confuse the reader.</li> </ul>
3	<ul style="list-style-type: none"> <li>• The paper exhibits some variation in sentence structure, length, and beginnings.</li> <li>• For the most part, oral reading is easy, but the reader must slow down or reread sections at a few parts.</li> <li>• The author exhibits strong control over simple sentences, but varying degrees of control over complex sentences and sentence fragments.</li> </ul>	<ul style="list-style-type: none"> <li>• Spelling, grammar, capitalization, and punctuation are characterized by a few significant errors.</li> <li>• The author uses a limited range of punctuation correctly but other types of punctuation incorrectly.</li> <li>• The paper needs some editing to clarify errors.</li> </ul>
2	<ul style="list-style-type: none"> <li>• The paper exhibits minimal variation in sentence structure, length, and beginnings.</li> <li>• When reading aloud, the reader must slow down and reread several parts.</li> <li>• The author exhibits strong control over simple sentences, but minimal control over complex sentences and fragments.</li> </ul>	<ul style="list-style-type: none"> <li>• Spelling, grammar, capitalization, and punctuation exhibit a few errors that interfere with meaning.</li> <li>• The author uses several forms of punctuation incorrectly. The author exhibits little control over basic conventions.</li> <li>• There is substantial need for editing.</li> </ul>
1	<ul style="list-style-type: none"> <li>• The paper exhibits no variation in sentence structure, length, or beginnings.</li> <li>• The paper is difficult to read aloud throughout.</li> <li>• The author exhibits minimal control over simple sentences, complex sentences, and sentence fragments.</li> </ul>	<ul style="list-style-type: none"> <li>• Spelling, grammar, capitalization, and punctuation exhibit multiple errors that interfere with meaning.</li> <li>• Throughout the paper, errors in punctuation interfere with readability and comprehension.</li> <li>• There is extensive need for editing and revision.</li> </ul>

## Rubric for Persuasive Letter

	<b>Ideas and Content</b>	<b>Organization</b>
6	<ul style="list-style-type: none"> <li>• The paper includes a clear statement that takes a position in relation to the writing prompt.</li> <li>• The author identifies a minimum of three compelling reasons why s/he supports that position.</li> <li>• The author provides relevant, adequate, and specific evidence to bolster his/her position, which may include statistics, narratives, or illustrating examples.</li> </ul>	<ul style="list-style-type: none"> <li>• An enticing introduction draws the reader into the paper and offers clues about what is coming.</li> <li>• A satisfying conclusion reinforces earlier concepts, and it raises questions or points toward evolving issues.</li> <li>• Transition words, phrases, or sentences illuminate the relationships between ideas in different paragraphs and sentences.</li> <li>• Supporting details and examples are placed in a way that enhance the organizational structure of the paper.</li> </ul>
5	<ul style="list-style-type: none"> <li>• The paper includes a statement that takes a position in relation to the writing prompt.</li> <li>• The author identifies three legitimate reasons why s/he supports that position.</li> <li>• The author provides relevant and adequate evidence to support his/her position, which may include statistics, narratives, or illustrating examples.</li> </ul>	<ul style="list-style-type: none"> <li>• An effective introduction draws the reader into the paper and offers clues about what is coming.</li> <li>• A satisfying conclusion reinforces earlier concepts but does not raise questions or point to issues beyond the scope of the paper.</li> <li>• Transition words, phrases, or sentences clarify the relationships between ideas in different paragraphs and sentences.</li> <li>• Supporting details or examples are placed in a way that clarify the organizational structure of the paper.</li> </ul>
4	<ul style="list-style-type: none"> <li>• The paper takes a position in relation to the writing prompt, but may not make this position clear in a statement.</li> <li>• The author identifies three reasons why s/he supports that position.</li> <li>• The author provides relevant evidence to support his/her position.</li> </ul>	<ul style="list-style-type: none"> <li>• An adequate introduction offers clues about what is coming.</li> <li>• An adequate conclusion summarizes earlier concepts.</li> <li>• Transitions words, phrases, or sentences clarify the relationships between some ideas in different paragraphs or sentences.</li> <li>• Supporting details or examples are placed in a way that fit with the organizational structure of the paper.</li> </ul>
3	<ul style="list-style-type: none"> <li>• The paper takes a position in relation to the writing prompt, but at times this position may be inconsistent.</li> <li>• The author identifies two legitimate reasons why s/he supports that position.</li> <li>• The author provides evidence to support his/her position, but at times the relevance of this evidence is unclear.</li> </ul>	<ul style="list-style-type: none"> <li>• The introduction is formulaic or marginally connected to what is coming.</li> <li>• The conclusion is formulaic or marginally connected to earlier concepts.</li> <li>• Predictable transition words, phrases, or sentences indicate relationships between some ideas in different paragraphs or sentences.</li> <li>• Supporting details and examples, for the most part, fit with the organizational structure of the paper.</li> </ul>
2	<ul style="list-style-type: none"> <li>• The paper does not take a position in relation to the writing prompt.</li> <li>• The author identifies one reason why s/he supports this position.</li> <li>• The author's evidence is irrelevant, off topic, or repetitious.</li> </ul>	<ul style="list-style-type: none"> <li>• The introduction is not connected to what is coming.</li> <li>• The conclusion is not connected to earlier concepts.</li> <li>• Transition words, phrases, or sentences are missing.</li> <li>• The placement of supporting details and examples may at times be confusing in the context of the organizational structure of the paper.</li> </ul>
1	<ul style="list-style-type: none"> <li>• The paper does not respond to the writing prompt.</li> <li>• The author does not identify any reasons why s/he supports this position.</li> <li>• The author's ideas or statements are not supported by evidence.</li> </ul>	<ul style="list-style-type: none"> <li>• There is no real introduction; the paper just begins.</li> <li>• There is no real conclusion; the paper just stops.</li> <li>• Transition words, phrases, or sentences are confusing.</li> <li>• The placement of supporting details and examples indicates that the paper lacks an organizational structure.</li> </ul>

	<b>Word Choice</b>	<b>Voice</b>
6	<ul style="list-style-type: none"> <li>• The author uses precise words that enhance meaning.</li> <li>• The author demonstrates command of a wide variety of colorful and striking words.</li> <li>• Informal language and technical language (if used) achieve stylistic purposes effectively. Technical or little-known words are defined and explained.</li> </ul>	<ul style="list-style-type: none"> <li>• The paper effectively employs a professional, formal tone appropriate to the audience and purpose of the letter.</li> <li>• The paper includes evidence that would be compelling to the audience.</li> <li>• The paper is engaging and thought-provoking, presenting new and interesting information or familiar information in an interesting and personalized way.</li> </ul>
5	<ul style="list-style-type: none"> <li>• The author uses precise words that clarify meaning.</li> <li>• The author uses a variety of colorful and striking words.</li> <li>• Informal language and technical language (if used) achieve stylistic purposes. Technical or little-known words are defined.</li> </ul>	<ul style="list-style-type: none"> <li>• The paper consistently employs a professional, formal tone appropriate to the audience and purpose of the letter.</li> <li>• The paper includes evidence that would be appealing to the audience.</li> <li>• The paper is engaging and thought-provoking, presenting information in an interesting way.</li> </ul>
4	<ul style="list-style-type: none"> <li>• The author uses precise words that accurately communicate meaning.</li> <li>• The author uses a variety of effective words.</li> <li>• Informal language and technical language (if used) are purposeful and used accurately.</li> </ul>	<ul style="list-style-type: none"> <li>• For the most part, the paper employs a professional, formal tone appropriate to the audience and purpose of the letter.</li> <li>• The paper includes evidence that would be appropriate for the audience.</li> <li>• The paper is engaging and interesting but does not present information in a way that would prompt new thinking.</li> </ul>
3	<ul style="list-style-type: none"> <li>• The author uses some precise words and some general words.</li> <li>• The author repeats the same words.</li> <li>• Informal language does not achieve a purpose, or technical terms occasionally go undefined.</li> </ul>	<ul style="list-style-type: none"> <li>• The tone of the paper alternates between being formal and informal.</li> <li>• The paper includes legitimate evidence that is at times not persuasive to the audience.</li> <li>• For the most part, the paper is interesting to read, presenting information in an engaging way.</li> </ul>
2	<ul style="list-style-type: none"> <li>• The author uses many general words that do not clarify meaning. <ul style="list-style-type: none"> <li>• The author repeats a limited variety of the same words.</li> </ul> </li> <li>• The author's selection of informal and technical terms is inappropriate for the audience and occasion.</li> </ul>	<ul style="list-style-type: none"> <li>• The tone of the paper is informal.</li> <li>• The paper includes evidence that is inappropriate for the audience.</li> <li>• The paper includes some interesting parts, but for the most part is lifeless or formulaic.</li> </ul>
1	<ul style="list-style-type: none"> <li>• The author uses general or inaccurate words that impede the reader's understanding.</li> <li>• The author repeats many overused or cliché words.</li> <li>• The author uses informal and technical terms inaccurately.</li> </ul>	<ul style="list-style-type: none"> <li>• The tone of the paper is casual or inappropriate.</li> <li>• The paper does not include evidence, or it includes evidence that may dissuade the audience from accepting the argument.</li> <li>• Though it may communicate on a functional level, the writing does not interest or engage the audience.</li> </ul>

	<b>Sentence Fluency</b>	<b>Conventions</b>
6	<ul style="list-style-type: none"> <li>• The paper exhibits extensive variation in sentence structure, length, and beginnings.</li> <li>• Expressive oral reading is easy and enjoyable.</li> <li>• The author exhibits full control of complex sentences, simple sentences, and (possibly) fragments that achieve stylistic purposes.</li> </ul>	<ul style="list-style-type: none"> <li>• Spelling, grammar, and capitalization are correct and guide the reader.</li> <li>• The author uses different types of punctuation to enhance the meaning of the paper.</li> <li>• There is no need for additional editing.</li> </ul>
5	<ul style="list-style-type: none"> <li>• The paper exhibits significant variation in sentence structure, length, and beginnings.</li> <li>• Expressive oral reading is easy.</li> <li>• The author exhibits strong control of complex sentences, simple sentences, and (possibly) fragments that achieve stylistic purposes.</li> </ul>	<ul style="list-style-type: none"> <li>• Spelling, grammar, and capitalization are correct.</li> <li>• The author uses different types of punctuation to clarify the meaning of the paper.</li> <li>• There is little need for additional editing.</li> </ul>
4	<ul style="list-style-type: none"> <li>• The paper exhibits a fair degree of variation in sentence structure, length, and beginnings.</li> <li>• Oral reading is easy.</li> <li>• The author exhibits control of complex sentences, simple sentences, and (possibly) fragments that achieve stylistic purposes.</li> </ul>	<ul style="list-style-type: none"> <li>• Spelling, grammar, and capitalization are correct for the most part, but they include minor errors that don't interfere with meaning.</li> <li>• The author uses different types of punctuation correctly.</li> <li>• There is some need for editing, but errors don't confuse the reader.</li> </ul>
3	<ul style="list-style-type: none"> <li>• The paper exhibits some variation in sentence structure, length, and beginnings.</li> <li>• For the most part, oral reading is easy, but the reader must slow down or reread sections at a few parts.</li> <li>• The author exhibits strong control over simple sentences, but varying degrees of control over complex sentences and sentence fragments.</li> </ul>	<ul style="list-style-type: none"> <li>• Spelling, grammar, capitalization, and punctuation are characterized by a few significant errors.</li> <li>• The author uses a limited range of punctuation correctly but other types of punctuation incorrectly.</li> <li>• The paper needs some editing to clarify errors.</li> </ul>
2	<ul style="list-style-type: none"> <li>• The paper exhibits minimal variation in sentence structure, length, and beginnings.</li> <li>• When reading aloud, the reader must slow down and reread several parts.</li> <li>• The author exhibits strong control over simple sentences, but minimal control over complex sentences and fragments.</li> </ul>	<ul style="list-style-type: none"> <li>• Spelling, grammar, capitalization, and punctuation exhibit a few errors that interfere with meaning.</li> <li>• The author uses several forms of punctuation incorrectly. The author exhibits little control over basic conventions.</li> <li>• There is substantial need for editing.</li> </ul>
1	<ul style="list-style-type: none"> <li>• The paper exhibits no variation in sentence structure, length, or beginnings.</li> <li>• The paper is difficult to read aloud throughout.</li> <li>• The author exhibits minimal control over simple sentences, complex sentences, and sentence fragments.</li> </ul>	<ul style="list-style-type: none"> <li>• Spelling, grammar, capitalization, and punctuation exhibit multiple errors that interfere with meaning.</li> <li>• Throughout the paper, errors in punctuation interfere with readability and comprehension.</li> <li>• There is extensive need for editing and revision.</li> </ul>

