

Rubric for Descriptive Essay

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

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

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

Rubric for Persuasive Letter

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

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

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

