**Student Friendly Expository Rubric English I and English II**

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|  | **Score Point 4****Highly Effective** **accomplished writing**  | **Score Point 3****Generally Effective** **satisfactory writing**  | **Score Point 2****Somewhat Effective** **basic writing**  | **Score Point 1****Ineffective** **very limited writing**  |
| **ORGANIZATION** | The essay:* Structure is appropriate and responds skillfully to prompt
* Has a clear central idea (thesis statement)
* Has ideas strongly related to central idea and focused on topic
* Is unified and coherent
* Has meaningful transitions; ideas are connected
* Is easy to follow
 | The essay:* Structure is appropriate and responds clearly to prompt
* Is organized with clear central idea (thesis statement)
* Has supporting ideas mostly related to central idea, but not always focused
* Has transitions that are mostly meaningful and sufficient to show relationships among ideas
* Is mostly easy to follow
 | The essay:* Structure is evident but not always appropriate to the prompt
* Has a weak or unclear central idea (thesis statement)
* Has supporting ideas that relate to prompt but not connected to central idea
* Has choppy or repetitive ideas
* Has weak transitions and connections between sentences
* Is difficult to follow
 | The essay:* Structure of essay is inappropriate
* Response to prompt is vague or confused
* Is not organized around a central idea (thesis statement)
* Is weak and ideas are not related to prompt
* Is not focused
* Is choppy or repetitious
* Lacks transitions or connections between sentences
* Is unclear and difficult to read
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| **DEVELOP-MENT OF IDEAS** | The writer:* Uses specific, well-chosen details and examples
* Is thoughtful and engaging
* Uses his/her own experiences to connect ideas in interesting ways
* Has a thorough understanding of how to write an expository essay
 | The writer:* Uses specific details and examples that add some substance
* Shows some thoughtfulness
* Expresses original ideas; is not formulaic
* Understands how to write an expository essay
 | The writer:* Uses details and examples that do not always make sense or are not completely explained
* Is not very thoughtful
* Responds to topic in formulaic manner
* Has a limited understanding of how to write an expository essay
 | The writer:* Weakly develops ideas
* Uses details and examples that are inappropriate, vague or insufficient
* Uses ideas that are confusing or weakly linked to the prompt
* Writer does not understand how to write an expository essay
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| **USE OF LANGUAGE CONVENTIONS** | The writer:* Uses clear, strong words
* Maintains an appropriate tone
* Uses varied, purposeful, well-controlled, and enhancing sentences
* Has consistent control of sentence boundaries, spelling, capitalization, punctuation, and grammar
* Makes minor errors
* Uses conventions to strengthen the effectiveness of essay
 | The writer:* Uses words that are for the most part, clear and specific, and contribute to effectiveness of essay
* Uses an appropriate tone
* Uses different types of sentences
* Has adequate control of sentence boundaries, spelling, capitalization, punctuation, and grammar
* Makes some errors that do not interrupt the meaning of the essay
 | The writer:* Uses words that are too general or incorrect which makes writing confusing
* Does little to establish an appropriate tone
* Uses awkward or somewhat controlled sentences
* Has partial control of sentence boundaries, spelling, capitalization, punctuation, and grammar
* Makes errors that distract and take away from the meaning of essay
 | The writer* Uses words that are vague or limited
* Does not establish a tone appropriate to the task
* Uses simple, awkward and uncontrolled sentences
* Has little or no control of sentence boundaries, spelling, capitalization, punctuation, and grammar
* Makes serious, persistent errors interfering with the meaning of the essay
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