**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 |
| **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 |
| **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 |