**Rubric – Major Essay 1 – Final Draft**

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| --- | --- | --- | --- | --- | --- |
|  | Excellent | Good | Okay | Needs improvement  | Insufficient |
| **Introduction with claim statement/Thesis** – clear, relevant, strong, insightful | 5 | 4 | 3 | 2 | 1 |
| **Warrants/Major Reasons** – at least two, clear, break up claim argument effectively | 5 | 4 | 3 | 2 | 1 |
| **Evidence** (**quality of quotes**) Numerous examples from at least two essays, strengthens argument, relevant in length, part of quote used, etc. | 5 | 4 | 3 | 2 | 1 |
| **Evidence (context/ commentary)**Effective context given when necessary, commentary and analysis is thorough & relevant) | 5 | 4 | 3 | 2 | 1 |
| **Conclusion with Impact Statement –**Effective closing, shows significance of argument in insightful way | 5 | 4 | 3 | 2 | 1 |
| **Organization of ideas & clarity**-very logical organization, clarity of ideas that supports writer’s purpose | 5 | 4 | 3 | 2 | 1 |
| **Style & sentence structure**-sophisticated writing style & sentence structure (& no run-ons/fragments), effective use of blending quotes with own writing, etc. | 5 | 4 | 3 | 2 | 1 |
| **Mechanics** -MLA formatting followed, citations properly used & punctuated, little to no spelling & punctuation errors, evidence of much editing | 5 | 4 | 3 | 2 | 1 |

OVERALL GRADE = \_\_\_\_\_\_\_

Mostly 5’s=A range

Mostly 4’s=B range

Mostly 3’s=C range

Mostly 2’s=D range

Mostly 1’s=F

**General Rubric – Reader Responses**

**A – Great Response**

* **Extensive** depth of self-reflection (personal writings) or insight and sophisticated analysis (literary writings)
* Clear, insightful claim about the text backed up with text evidence (for literary responses)
* Very effective organization
* Very few clarity and mechanics errors (grammar, spelling, punctuation, etc.)
* Shows evidence of “above and beyond” effort

**B – Good response**

* **Good** depth of self-reflection (personal writings) or insight and depth of analysis (literary writings)
* Clear, reasonable claim about the text backed up with text evidence ((for literary responses)
* Effective organization
* Relatively few clarity and mechanics errors (grammar, spelling, punctuation, etc.) – don’t often interfere with meaning
* Shows evidence of good effort

**C – Solid/average response**

* **Some** depth of self-reflection (personal writings) and some insight and depth of analysis (literary writings)
* Makes an overall reasonable claim about the text, but parts of the claim may be problematic text evidence may be lacking in some regard (for literary responses)
* Organization is overall okay, but may be lacking in areas
* Some clarity and mechanics errors (grammar, spelling, punctuation, etc.) – some may interfere with meaning, but overall the piece is fairly clear
* Shows evidence of effort to get the job done (follows all requirement of the assignment)

**D – Partially sufficient response**

* **Attempt at basic** self-reflection (personal writings) or some attempt at observation about the literary piece (literary writings)
* Unclear or unreasonable claim about the text and little to no text support; or off topic claim that does not answer the prompt (for literary responses)
* Organization needs improvement
* Many clarity and mechanics errors (grammar, spelling, punctuation, etc.) – interfere with the meaning of the piece
* Shows evidence of less effort – may have missed one of the requirements or may be an incomplete response

**F – Minimal/severely lacking response**

* **Very little if any** reflection of self (personal writing) or literature
* Makes either no claim or an unreasonable topic/claim and provides no--or inaccurate--text support (for literary responses)
* No organization
* Writing overall unclear/incoherent
* Off topic
* Evidence of very little effort and fulfillment of the requirements

**Writing for Personal Expression Rubric**

**Development:**

4 – The writer consistently develops the ideas into a complete, well-developed whole.

3 – The writer partially develops the ideas, but the response is not a well-developed whole.

2- The writer tries to develop the ideas, but the response is not a well-developed whole and is not complete.

1 – The writer has not developed the ideas into a complete whole.

**Organization:**

4 - The writer purposefully orders ideas and deeply considers effect.

3 - The writer purposefully orders ideas for effect.

2 - The writer orders ideas, but there are some interruptions in the flow of the piece.

1 - The writer has not developed the ideas into a complete whole.

**Attention to Audience:**

4 - The writer fully anticipates and answers the audience's needs (audience may include self).

3 - The writer somewhat anticipates and answers the audience's needs (audience may include self).

2 - The writer attempts to anticipate and answer the audience's needs (audience may include self).

1 - The writer has not anticipated and answered the audience's needs (audience may include self).

**Language:**

4 - The writer consistently uses language choices to enhance the text and in a manner appropriate to

 the literary form.

3 - The writer frequently uses language choices to enhance the text and in a manner appropriate to the

 literary form.

2 - The writer sometimes uses language choices to enhance the text and in a manner appropriate to the

 literary form.

1 - The writer seldom, if ever, uses language choices to enhance the text and in a manner appropriate to

 the literary form.

**Rubric –Persuasive Research Paper**

**Content/Argument: \_\_\_\_\_\_\_\_\_\_\_ 45 pts**

Is paper effectively persuasive?

Are there several solid reasons to support the argument?

Are the reasons and support convincing?

Is genuine logic used with facts or does argument rely on emotional reasons or logical fallacies?

Are thesis clear and purpose consistent throughout the paper?

Is paper organized? Does the organizational strategy add to or take away from paper’s purpose?

Are the introduction and conclusion effective and do they work as book ends for the paper’s purpose?

See informal rubric below

**Research: \_\_\_\_\_\_\_\_\_\_\_ 20 pts**

Is research thorough or were shortcuts taken?

Are questions inherent in the topic and position answered?

Is research used well – primarily to support the writer’s ideas?

Are appropriate sources used or are the sources questionable in reliability?

**Documentation: \_\_\_\_\_\_\_\_\_\_\_\_ 20 pts**

Is internal documentation done correctly with the source given credit

within the body of the piece, page numbers listed correct with corresponding parentheses and punctuation?

Is Works Cited Page correct with each entry formatted correctly and entire piece alphabetized?

**Mechanics \_\_\_\_\_\_\_\_\_\_\_\_\_ 15 pts**

Is sentence structure elegant and correct?

Are grammar and spelling correct?

**TOTAL (GRADE) /100 pts**

**---------------------------------------------------------------------------------------------------------------------**

**For the content/argument:**

0-10 Just words on paper. I read all 1 page of it and still don’t get it. Did you write this on the walk over to class on the day it was due?

11-20 You have a point…but I can’t figure it out. This paper lacks organization and evidence to the degree of confusion. No real sources or just weak, unreliable ones.

21-30 This is a valiant attempt but your evidence is weak and your paper lacks in convincing me and/or organization.

31-40 Now we’re talking. This is a well-organized paper with a somewhat weak, or slightly lacking argument. Don’t worry, you still come across as intelligent and logical.

41-45 Next stop, politics. You have an amazing argument that is eloquently worded and well-organized. I may even be thinking of switching my personal beliefs about your topic because your paper is so effective.

**Essay Rubric**

**A**

* An “A” response, EXCELLENT answer that demonstrates unusual competence
* Student shows an ability to avoid the obvious and thus gain insights that are personal and illuminating
* Student shows a capacity to develop ideas flexibly and fluently, yet with control and purpose
* Student shows an ability to use punctuation rhetorically, using it for effect as well as clarity
* Rich content, diction, and stylistic finesse: engaging, unusual clarity, a clearly identifiable style
* Very specific, very thorough support that is overwhelmingly persuasive

 **B**

* A “B” response, GOOD answer that demonstrates competence
* Student shows an ability to absorb the ideas and experiences within the novel and to interpret them meaningfully
* Student shows a capacity to develop an idea with a clear sense of order
* Student uses mechanics as an integral part of the meaning and effect of the prose
* Good content, good clarity, some attention to diction
* Good, specific support

**C**

* A “C” response, AVERAGE answer that suggests competence
* Student tends to depend on the self-evident answer and the cliché, rarely moving beyond a basic analysis of the question of the novel
* Organization of answer tends to be formulaic or rambling
* Student’s diction seems limited and overly dependent on clichés and colloquialisms
* Student shows an ability to use mechanics correctly or incorrectly in proportion to the plainness or complexity of the style
* The answer seems plausible but may need more support, or the support may be vague

**D**

* A “D” or “F” response, FAILING answer does not meet the rigor of an effective response, suggesting or demonstrating incompetency
* Student tends to exploit the obvious because of a lack of understanding, failure to read, failure to grapple with the topic, or lack of interest
* Answers tend to wander aimlessly with a lack of overall conception
* Student tends to write with obvious limits that avoid any literary or stylistic risk-taking
* Frequent inability to make careful distinction between periods, commas, and semi-colons; incidence of errors is very high
* Sentences tend to be very convoluted or very simple
* Student may demonstrate a misunderstanding of the novel on some fundamental level or make unsubstantiated claims

**F**

Not enough to grade OR student may have copied portions of the essay from another source without proper documentation

**(Adapted from *Teaching Expository Writing* by William F. Irmscher)**

**Essay Rubric (May be found on many websites related to AP courses. One such is** <http://www.wmrfh.org/rraffay/aprubric.doc>)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Grade** | **Excellent (4)** | **Good (3)** | **Adequate (2)** | **Insufficient (1)** |
| **Thesis:**  | Presents a clear, well-developed, complex thesis | Presents a clear, developed thesis | Presents a simple thesis with limited development | Presents a thesis that is confused or underdeveloped, or essay lacks a thesis |
| **Evidence**  | Supports thesis with substantial, relevant, and accurate evidence | Supports thesis with relevant and helpful evidence | Supports thesis with limited, but appropriate evidence  | Provides minimal, irrelevant, or insufficient evidence |
| **Knowledge** | Demonstrates superior knowledge of subject | Demonstrates good knowledge of subject | Demonstrates average knowledge of the subject | Demonstrates superficial or insufficient knowledge of the subject |
| **Analysis** | Provides an effective analysis that answers all aspects of the question; thoroughly addresses counter-arguments | Provides analysis but may not devote equal weight to all parts of the question; addresses counter-arguments | Analysis is present but superficial; fails to address counter-arguments; does not sufficiently address all parts of the question | Little or no analysis; describes rather than analyzes; only answers one part of the question |
| **Organization & Presentation** | Paper has strong structure, logical flow, and obvious agreement between introduction and conclusion | Paper has a structure, logical flow, and loose agreement between introduction and conclusion | Paper has a weak, but present structure, understandable flow, and loose agreement between introduction and conclusion | Paper is wandering, incoherent, has mismatched introduction and conclusion, or lacks either  |
| **Written** **Expression** | Writing presents no obstacles to understanding; high degree of skill and complexity  | Contains only minor errors that do not seriously detract from the essay; writing is skillful  | Contains some errors that do not detract from overall essay/argument; writing is competent | Contains major errors or numerous minor ones that detract from the essay/argument; illegible |

4=95 3=85 2=75 1=65