

Writing Rubric

CATEGORY	5	4	3	2
Addressing the Prompt	Clearly addresses all parts of the writing prompt	Addresses <i>most</i> parts of the writing prompt	<i>Partially</i> addresses parts of the writing prompt	Little or no evidence of addressing the writing prompt
Thesis	Provides a <i>strong, clearly-identifiable</i> thesis	Provides an <i>identifiable</i> thesis	May provide a thesis, but it is weak	No evidence of a thesis
Organization of Content	Clearly contains an introduction (in 1st paragraph), has supporting paragraphs, and a concise conclusion	Contains introductory information, supporting paragraphs, and a conclusion	Contains paragraphs but is missing one or more elements (introduction, support, or conclusion)	Essay is not organized into paragraphs.
Support for Thesis	Support information is related to and supportive of the thesis	Support information has minor weaknesses in relatedness to and/or support of the thesis	Support information has major weaknesses in relatedness to and/or support of the thesis	An attempt has been made to add support information, but it was unrelated or confusing
Style (Sentence Fluency)	Provides a variety of sentence types (simple, compound, complex, etc.) and uses precise, descriptive language	Provides a variety of sentence types and uses <i>some</i> descriptive language	Provides few, if any, types of sentences, and basic, predictable language	Provides no sentence variety and uses limited vocabulary
Language Conventions	Contains few, if any, errors in the conventions of the English language.	Contains some errors in the conventions of the English language. (Errors do not interfere with reader's understanding of the essay)	Contains multiple errors in the conventions of the English language; errors may interfere with the reader's understanding of the essay	Contains multiple serious errors in the conventions of the English language (errors interfere with the reader's understanding of the essay)
MLA Format	Correctly Used			Incorrectly Used