

Merced Scholars Charter School Essay Rubric



Student Name: _____ Date: _____

Project Title: _____

Category	6 Exemplary	5 Excellent	4 Good	3 Basic	2 Barely Meets Standards	1 Standards not met	Score
<p>Controlling Idea Stated or implied thesis, focus, or dominant impression</p>	<ul style="list-style-type: none"> • Responds directly to the prompt. • Communicates in an insightful and imaginative way. • Fresh and original. 	<ul style="list-style-type: none"> • Responds directly to the prompt. • Well-developed and elaborated. • Developed in a thoughtful way. 	<ul style="list-style-type: none"> • Responds directly to the prompt. • Adequately developed (though possibly formulaically) 	<ul style="list-style-type: none"> • Meets the basic requirements of the prompt. • Too general or too narrow. 	<ul style="list-style-type: none"> • Unclear or missing. • Loses focus on the prompt. 	<ul style="list-style-type: none"> • Unclear or missing. 	
<p>Organization Paragraphs in relation to one another and to the controlling idea</p>	<ul style="list-style-type: none"> • Purposeful organizational plan. • Interesting flow of ideas. • Clear organization of paragraphs of one another. • Imaginatively introduces and concludes. 	<ul style="list-style-type: none"> • Clear organizational plan. • Effective flow of ideas. • Paragraphs organized in relation to one another. • Effectively introduces and concludes. 	<ul style="list-style-type: none"> • Competent organizational plan. • Paragraphs support controlling idea. • May lack strong relationship to one another. • Adequately introduces and concludes. 	<ul style="list-style-type: none"> • Formulaic organizational plan. • Order of paragraphs predictable. • One not clearly related to controlling ideas. • Basic introduction and conclusion. 	<ul style="list-style-type: none"> • Inconsistent organization. • Unclear order of paragraphs. • May summarize plot or text. • Inadequate introduction and conclusion. 	<ul style="list-style-type: none"> • Minimal organization. • Lack discernible focus on the writing task. 	

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<p>Development PIE Concrete details and commentary</p>	<ul style="list-style-type: none"> Shows unusual connections. Competent and imaginative discussion of information in fully developed paragraphs. Uses information from a variety of sources. 	<ul style="list-style-type: none"> Tends to have 2 or more areas of analysis. Competent discussion of information in fully developed paragraphs. Uses a variety of sources. 	<ul style="list-style-type: none"> Shows some depth of insight. Develops body paragraphs with adequate and ordered details. (One paragraph may offer inadequate support). Uses information satisfactorily and accurately. 	<ul style="list-style-type: none"> Demonstrates basic support of ideas. Minimal use of information; lacks details; vague illustrations. Little insight in use of resources; or excessive use of summary without adequate commentary. 	<ul style="list-style-type: none"> Shows inability to develop ideas. Undeveloped paragraphs or long and meandering. Insufficient, inaccurate, or illogical references to readings; or disconnected summaries. 	<ul style="list-style-type: none"> Demonstrates lack of understanding or has a misunderstanding of writing task. Few paragraphs, often with no supporting detail. Little or no insight into use of sources. 	
<p>Transitions Between paragraphs and sentences</p>	<p><i>EFFECTIVE</i></p> <ul style="list-style-type: none"> Smooth and consistent. 	<p><i>APPROPRIATE</i></p> <ul style="list-style-type: none"> Moves from idea to idea clearly. 	<p><i>ADEQUATE</i></p> <ul style="list-style-type: none"> Transitions between paragraphs. 	<p><i>FORMULAIC</i></p> <ul style="list-style-type: none"> Word or short phrase transitions only. 	<p><i>INADEQUATE</i></p> <ul style="list-style-type: none"> Choppy, little awareness of reader. 	<p><i>MINIMAL</i></p> <ul style="list-style-type: none"> Absent or inaccurate. 	
<p>Writing Style</p>	<p><i>INNOVATIVE</i></p> <ul style="list-style-type: none"> Effective, and appropriate sentence structure. Superior diction. Academic language. 	<p><i>MATURE</i></p> <ul style="list-style-type: none"> Clear and concise sentences. Mature, effective word choice. Academic language. 	<p><i>COMPETENT</i></p> <ul style="list-style-type: none"> Varied and complete sentences. Appropriate word choice. Academic language. 	<p><i>BASIC</i></p> <ul style="list-style-type: none"> Simple, repetitive or confusing sentences. Limited vocabulary. Some informal language. 	<p><i>LIMITED</i></p> <ul style="list-style-type: none"> Simplistic or incoherent sentences. Inaccurate or limited use of words. Informal language. 	<p><i>WEAK</i></p> <ul style="list-style-type: none"> Incoherent sentences. Inaccurate or limited use of words. Informal language. 	

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Grammar, Punctuation, Mechanics	<ul style="list-style-type: none"> • Virtually no errors. 	<ul style="list-style-type: none"> • Infrequent errors. 	<ul style="list-style-type: none"> • Some errors in complex constructions. 	<ul style="list-style-type: none"> • Some errors in basic constructions, 	<ul style="list-style-type: none"> • Several major errors. 	<ul style="list-style-type: none"> • Lacks basic composition skills. 	

Student Comments and Self-Reflection: _____

Teacher Comments: _____
