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| |  | | --- | | **Descriptive Essay Rubric- English 10**  **Teacher**: Mrs. Countess   **Student :**     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |

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| CATEGORY (24) | **4** | **3** | **2** | **1** |
| **Focus on Ideas** | * Topic is narrow, manageable, and fully addresses the prompt. * Properly supports with specific, relevant, focused and convincing details/evidence. | * Topic and ideas address the prompt but supporting information is general. * Some support/details. | * Topic and ideas are somewhat clear but there is a need for more supporting information and details. | * The main idea is not clear. * There is a seemingly random collection of information and/or no support/details. |
| **Organization/ Sequencing** | * + Inviting introduction with main idea and strong conclusion.   + Uses transitional words and phrases to connect ideas, and details are placed in a logical order.   + Keeps the interest of the reader | * + Introduction and/or conclusion is somewhat effective.   + Vague but somewhat effective main idea.   + Details are placed in a logical order but sometimes writing loses interest. | * + Ineffective introduction and/or conclusion.   + Questionable main idea.   + Some details are not in a logical or expected order, and this distracts the reader. | * + Little or no introduction and/or conclusion.   + No main idea.   + Many details are not in a logical or expected order.   + There is little sense that the writing is organized. |
| **Word Choice**  **\*Specific nouns and verbs (average 3 BE verbs per paragraph)** | * Word choice is powerful and engaging yet is also appropriate and professional. * Strong vocabulary. | * Wording is mostly correct. * Words and phrases work well. * Average vocabulary. | * Writer uses words that communicate clearly and are generally correct, but words convey general meaning. * Weak vocabulary. | * Writer uses a limited vocabulary that does not communicate strongly or capture the reader's interest. |
| **Sentence Structure/ Fluency**  **\*One absolute**  **\*Two appositives**  **\*One participial phrase** | * Uses complete, well-constructed sentences that enhance meaning. * Creative use of sentence length and structure for interest and flow. | * Most sentences are well-constructed with some varied structure. * Some sentences incomplete. | * Some sentences are well-constructed but many have a similar structure. * Some simple sentences. | * Sentences lack structure and appear incomplete or rambling. * Little to no variation in sentence beginnings. |
| **Adding Personality (Voice)** | * The writer seems to be writing from content knowledge. * Reflects a commitment to the writer’s own ideas. * Uses a tone that is suited to the audience/purpose. | * The writer seems to be drawing on content knowledge, but there is some lack of ownership of the topic. * Tone is somewhat suited to audience/purpose. | * The writer relies too much on content. * Lacks some personal ideas. * Tone hints at purpose but may not be appropriate. | * Writing lacks content knowledge. * The writer has not tried to transform the information in a personal way. * Tone is ineffective and/or flat and lifeless. |
| **Spelling/Grammar (conventions and presentation)**  **\*2-3 pages**  **\*Typed, double-spaced**  **\*Underlined requirements** | * Writer makes no/few errors in grammar and usage that distract the reader from the content (including proper punctuation, capitalization, spelling and paragraphing). * Fulfills requirements. | * Writer makes occasional errors in grammar and/or usage that distract the reader from the content (proper punctuation, capitalization, spelling and paragraphing). * Partial fulfillment of requirements. | * Writer makes many errors in grammar or spelling that distracts the reader from the content (proper punctuation, capitalization, spelling and paragraphing). * Ineffective fulfillment of requirements. | * Writer makes extreme errors in grammar or spelling that distracts the reader from the content (proper punctuation, capitalization, spelling and paragraphing). * Lacking requirements. |

**Score (rubric score x4) = /96**