|  |  |
| --- | --- |
|

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

 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 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**