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| *ESSAY RUBRIC SCORING GUIDE* | **4 Strong** | **3: Proficient** | **2: Developing** |
| **Ideas &**  **Content**  **(Development)** | **The paper is clear, focused, and interesting and contains three big ideas.  It holds the reader’s attention.**  **Relevant details and/or evidence enrich the central theme or story line.  Ideas are fresh and engaging.** | **The paper is clear and focused.  However, the topic is limited, sketchy, or general.** | **The paper has no clear sense of purpose.  To get meaning from the text, the reader must make guesses based on limited details.** |
| **Organization** | **The organization shows off the central idea.  The order or structure is compelling and moves the reader through the text.** | **The organizational structure is strong enough to move the reader from point to point.** | **The writing lacks a clear sense of direction.  Ideas, details, or events seem strung together in a random manner or list, or there is no identifiable internal structure at all.** |
| **Voice** | **The writing speaks directly to the reader in a way that is unique, expressive, and engaging.  Clearly, the writer is involved in the text, and the writing is written to be read.** | **The writer speaks to the reader but there is a lack of expression and engagement. The result is earnest, but short of compelling.** | **The writing is flat, lifeless, or mechanical.** |
| **Conventions** | **The writer demonstrates a good grasp of writing conventions (grammar, capitalization, punctuation, usage, spelling, sentence structure, paragraphing) and uses them effectively to enhance readability.  Errors tend to be so few and minor the reader can easily skim right over them unless specifically searching for them.** | **The writer shows reasonable control over standard writing conventions.  The writer handles some conventions well but may make some errors that do not distract the reader.** | **Errors in grade appropriate spelling, punctuation, usage and grammar, capitalization, sentence structure and/or paragraphing repeatedly distract the reader and make the text difficult to read.** |