|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | ***4 - Exceeding Standard*** | ***3 - At Standard*** | ***2 - Nearing Standard*** | ***1 - Below Standard*** |
| ***Ideas***Development & Elaboration | My essay* answers the prompt thoroughly with a clear, focused central idea
* provides precise and varied evidence to support the thesis
* clearly and smoothly gives credit to sources used for evidence
* evidence comes from varied sources (in-class texts, personal experience, background knowledge, research)
* provides thoughtful elaboration (commentary) that clearly connects to the evidence to the thesis
 | My essay* answers the prompt with a focused central idea
* provides sufficient, relevant evidence to support the thesis
* gives credit to sources used for evidence
* evidence comes from more than one source (in-class texts, personal experience, background knowledge)
* provides adequate elaboration (commentary) that connects the evidence to the thesis
 | My essay* has an answer to the prompt that is unclear; does not stay focused on a central idea
* does not provide sufficient evidence; evidence does not adequately support the thesis
* credit not given
* only one source
* does not adequately elaborate on the evidence
 | My essay* does not answer the prompt; has no obvious central idea
* does not provide evidence to support the thesis
* does not elaborate; no connection is made to a thesis
 |
| ***Structure***Organization & Coherence | * has a clear thesis
* has an engaging introduction
* has a satisfying conclusion
* has fully developed body paragraphs, each with a distinct focus
* uses a variety of transition words and phrases to link ideas and paragraphs
* has topic sentences that clearly introduce the main idea of each paragraph
 | * has a thesis
* has a clear introduction
* has a logical conclusion
* has body paragraphs, each with a distinct focus
* uses transition words and phrases to link ideas and paragraphs
* has a topic sentence for each body paragraph
 | * introduction is not clear or strong
* conclusion is not clear or effective
* has body paragraphs that may be unfocused
* uses few transitions to link ideas and paragraphs
* has unclear topic sentences
 | * does not have an introduction
* does not have a conclusion
* body paragraphs are missing or have no focus
* uses no transitions
* has no topic sentences
 |
| ***Language***Diction  | * uses precise diction for the purpose and audience
* maintains a formal, academic tone
 | * uses appropriate diction for the purpose and audience
 | * uses mostly unspecific (general, vague) words
 | * uses only unspecific (general, vague) words
 |
| ***Conventions***Grammar, Spelling, & Punctuation | * mostly uses sixth grade conventions correctly, including grammar, punctuation, and spelling
 | * has some mistakes in grammar, punctuation, and spelling, but mistakes don’t get in the way of reading
 | * has several mistakes in grammar, punctuation, and/or spelling; mistakes occasionally get in the way of reading
 | * is difficult to read because it contains too many mistakes in grammar, punctuation, and spelling
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Embedded Assessment 2.2 Explanatory Essay Rubric