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|  | ***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 |

Embedded Assessment 2.2 Explanatory Essay Rubric