

NAME: _____
 PERIOD: _____

EXTENDED DEFINITION ESSAY RUBRIC

CONTENT

<i>OOPS!</i>	<i>Developing Toward Expectations</i>	<i>Meeting Expectations</i>	<i>Exceeding Expectations</i>
<p>-There is more than one definition or the definition is too vague to be understood.</p> <p>-The essay contains weak reasons or examples that do not have a clear focus.</p> <p>-The essay lacks relevant evidence (Support), personal or researched, and/or is not connected to the reasons.</p> <p>-Overall, the essay ignores or alienates the audience and fails to meet their needs.</p>	<p>-The definition is personal but lacks thorough explanation or exploration. Some questions left unanswered or unapproached.</p> <p>-The essay contains some reasons or examples, but it isn't clear how they relate to the main idea/definition.</p> <p>-The essay provides some evidence (Support), both personal and researched, for the reasons, but the evidence may not be clearly related to the reasons.</p> <p>-Overall, the essay does not consider the interest or needs of the appropriate audience.</p>	<p>-The definition is personal and has multiple elements but could be discussed or elaborated further.</p> <p>-The essay contains clear reasons or examples that relate to the main idea/definition.</p> <p>-The essay provides sufficient evidence (Support, both personal and researched, for the reasons.</p> <p>-Overall, the essay addresses the appropriate audience and meets their needs.</p>	<p>- The definition has distinct depth and is personal and complicated without being repetitive.</p> <p>-The essay contains clear, persuasive reasons or examples that relate to the main idea/definition.</p> <p>-The essay provides compelling evidence (Support), both personal and researched, for the reasons.</p> <p>-Overall, the essay effectively engages the appropriate audience and meets their needs.</p>

ORGANIZATION

<i>OOPS!</i>	<i>Developing Toward Expectations</i>	<i>Meeting Expectations</i>	<i>Exceeding Expectations</i>
<p>-lacks focus and development; paragraphs don't seem to support or develop a thesis; thesis may be missing</p> <p>-paragraphs are generally unrelated to one another; paragraphs start one place and end another</p> <p>-transitions and topic sentences are missing</p> <p>-introduction fails to announce the topic of the paper; the conclusion is missing</p> <p>-title is absent</p>	<p>-is not fully focused; main idea eventually becomes clear, although the essay introduces information unrelated to the main idea often</p> <p>-- paragraphs are not arranged purposefully, although they are related; some paragraphs contain more than one idea</p> <p>-transitions and topic sentences are rough or unclear and/or sometimes missing</p> <p>-introduction may be uninteresting, unclear, or too broad, although the focus becomes apparent; conclusion is merely a reiteration of the argument</p> <p>-the title is vague or misleading</p>	<p>-has a single focus: thesis is evident; paragraphs support and develop the thesis with minimal straying</p> <p>-the paragraphs may not be arranged purposefully, but each one supports and develops a thesis with a single focus</p> <p>-rudimentary use of topic sentences and transitions; may not clearly contribute to an understanding of the overall argument</p> <p>-the introduction is clear but may not capture the audience's attention; the conclusion summarizes the argument well but may not suggest implication that answer the "so what" question</p> <p>-the title is informative</p>	<p>-has a single focus: thesis is clear; paragraphs support and develop the thesis</p> <p>-paragraphs are arranged purposefully and each paragraph address one issue</p> <p>-includes clear topic sentences and smooth transitions</p> <p>-the introduction effectively introduces the topic and catches the reader's attention; the conclusion provides a satisfying sense of closure with a clear "so what?"</p> <p>-the title is both informative and interesting</p>

USE OF SOURCES

<i>OOPS!</i>	<i>Developing Toward Expectations</i>	<i>Meeting Expectations</i>	<i>Exceeding Expectations</i>
<p>-Doesn't use sufficient sources or the sources lack credibility, relevancy, or neutrality.</p> <p>-Inappropriately uses sources or fails to incorporate the sources, may misrepresent or misunderstand sources.</p>	<p>-Incorporates sources that are somewhat current, credible, relevant, and free from bias (introduced, contextualized, or discussed).</p> <p>-Uses sources (paraphrases, summarizes, and quotes), but does not effectively incorporate them, fails to demonstrate understanding of sources.</p>	<p>-Incorporates sources and demonstrates that sources are current, credible, relevant, and free from bias (introduced, contextualized, and discussed).</p> <p>-Paraphrases, summarizes, and quotes to support the argument; demonstrates understanding of sources.</p>	<p>-Incorporates sources successfully and demonstrates that sources are clearly current, credible, relevant, and free from bias (introduced, contextualized, and discussed).</p> <p>-Paraphrases, summarizes, and quotes effectively to support the argument; thoroughly demonstrates understanding of sources.</p>

STYLE (Voice, Word Choice, Fluency)

<i>OOPS!</i>	<i>Developing Toward Expectations</i>	<i>Meeting Expectations</i>	<i>Exceeding Expectations</i>
<p>-the writing is not compelling: the paper is difficult to read; the audience is not considered</p> <p>-the language is not rhetorically appropriate for the issue and audience; the writing reflects little independent thought</p> <p>-sentences variety is absent or sentence structure is awkward</p> <p>-the word choice is dull, vague, or inaccurate; inappropriate use of passive voice</p>	<p>-the writing is rarely compelling: the paper is often difficult to read; forgets the audience frequently</p> <p>-the language is not rhetorically appropriate for the issue and audience, but demonstrates an attempt; the writing attempts independent thought</p> <p>- includes little variety in sentence lengths and types</p> <p>-the word choice is sometimes dull, vague, or inaccurate; may contain inappropriate use of passive voice</p>	<p>-the writing is somewhat compelling: the paper is fairly easy to read, but may forget the audience from time to time</p> <p>-the language is attempting to be rhetorically appropriate for the issue and audience; the writing reflects some independent thought</p> <p>- includes some variety in sentence lengths and types</p> <p>-the word choice is often active, vivid, and accurate</p>	<p>-the writing is compelling: reading this paper is a pleasure because the writer is writing for <i>readers</i>; the paper is easy to read</p> <p>-the language is rhetorically appropriate for the issue and audience; the writing reflects independent thought</p> <p>-includes a variety of sentence lengths and types</p> <p>-the word choice is active, vivid, and accurate</p>

CONVENTIONS & FORMAT

<i>OOPS!</i>	<i>Developing Toward Expectations</i>	<i>Meeting Expectations</i>	<i>Exceeding Expectations</i>
<p>-The writing has an abundance of errors in grammar, spelling, punctuation, and other mechanics including problems with capitalization, tense, fragments, and run-ons, so much so that reading the paper is difficult</p> <p>-Ignores MLA citation and formatting standards both within the text and on the works cited page</p>	<p>-The writing has many errors in grammar, spelling, punctuation, and other mechanics including problems with capitalization, tense, fragments, and run-ons; the writing has enough errors to negatively affect the author's ethos</p> <p>-Attempts to follow MLA citation and formatting standards both within the text and on the works cited page, with many exceptions</p>	<p>-The writing contains some errors in grammar, spelling, punctuation, or other mechanics including problems with capitalization, fragments, and run-ons</p> <p>-Adheres mostly to MLA citation and formatting standards both within the text and on the works cited page, with few exceptions</p>	<p>-The writing contains minimal errors in grammar, spelling, punctuation, and other mechanics</p> <p>-Adheres closely to MLA citation and formatting standards both within the text and on the works cited page</p>

