INFORMATIVE ESSAY RUBRIC

CONTENT

|  |  |  |  |
| --- | --- | --- | --- |
| ***OOPS!*** | ***Developing Toward Expectations*** | ***Meeting Expectations*** | ***Exceeding Expectations*** |
| -The essay lacks a specific main claim (Thesis).  -The essay contains weak reasons (Sub Claims) that do not have a clear focus.  -The essay lacks relevant evidence (Support) and/or is not connected to the reasons.  -The essay ignores possible counterclaims and/or ineffectively refutes them.  -Overall, the essay ignores or alienates the audience and fails to meet their needs. | -The essay includes a main claim, (Thesis) but the claim is difficult to argue *or* identify.  -The essay contains some information that partially explores the subject matter as noted in the direction statement  -The essay provides some evidence (Support) for the validity of the info, but the evidence may weak or poorly connected..  -Overall, the essay does not consider the questions or needs of the appropriate audience. | -The essay articulates a specific main claim (direction statement).  - The essay contains clear information that thoroughly explains subject matter as noted in the direction statement  -The essay sufficient evidence for the validity of the information  -Overall, the essay addresses the appropriate audience and meets their needs/ questions. | -The essay clearly articulates a specific main claim (direction statement).  -The essay contains clear information that thoroughly explains subject matter as noted in the direction statement  -The essay provides compelling evidence for the validity of the information  -Overall, the essay effectively engages the appropriate audience and meets their needs/ questions. |

**1-------------------------------------------------------------------------------------------------------------------------------------------------------------40**

USE OF SOURCES

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

**1-------------------------------------------------------------------------------------------------------------------------------------------------------------20**

CONVENTIONS & FORMAT

|  |  |  |  |
| --- | --- | --- | --- |
| ***OOPS!*** | ***Developing Toward Expectations*** | ***Meeting Expectations*** | ***Exceeding Expectations*** |
| -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  -Ignores MLA citation and formatting standards both within the text and on the works cited page. | -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  -Attempts to follow MLA citation and formatting standards both within the text and on the works cited page, with many exceptions. | -The writing contains some errors in grammar, spelling, punctuation, and other mechanics including problems with capitalization, tense, fragments, and run-ons)  -Adheres mostly to MLA citation and formatting standards both within the text and on the works cited page, with few exceptions. | -The writing contains minimal errors in grammar, spelling, punctuation, and other mechanics including problems with capitalization, tense, fragments, and run-ons  -Adheres closely to MLA citation and formatting standards both within the text and on the works cited page. |

**1--------------------------------------------------------------------------------------------------------------------------------------------------------------10**

ORGANIZATION

|  |  |  |  |
| --- | --- | --- | --- |
| ***OOPS!*** | ***Developing Toward Expectations*** | ***Meeting Expectations*** | ***Exceeding Expectations*** |
| -lacks focus and development; *paragraphs don’t seem to support or develop a direction statement*  -paragraphs are generally unrelated to one another; paragraphs start one place and end another  -transitions and topic sentences are missing  -introduction fails to announce the topic of the paper; the conclusion is missing  -title is absent | -is not fully focused; main idea eventually becomes clear, although the essay introduces information unrelated to the main idea often  *-*-the paragraphs not arranged purposefully, although they are related; some paragraphs contain more than one idea  -transitions and topic sentences are rough or unclear and/or sometimes missing  -introduction may be uninteresting, unclear, or too broad, although the focus becomes apparent; conclusion is merely a reiteration of the argument  -the title is vague or misleading | -has a single focus: direction statement is evident; paragraphs support and develop the thesis will minimal straying  -the paragraphs may not be arranged purposefully, but each one supports and develops a thesis, more or less, with a single focus  -rudimental use of  topic sentences and transitions; may not clearly contribute to an understanding of the overall argument  -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  -the title is informative | -has a single focus: direction statement is clear; paragraphs support and develop the thesis  -paragraphs are arranged purposefully and each paragraph address one issue  -includes clear topic sentences and smooth transitions  -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?”  -the title is both informative and interesting |

**1-------------------------------------------------------------------------------------------------------------------------------------------------------------20**

STYLE (Voice, Word Choice, Fluency)

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

**1-------------------------------------------------------------------------------------------------------------------------------------------------------------20**