ANALYTIC RUBRIC EDLE 7343

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Thesis Statement and Introduction; Conclusion	Thesis statement answers the question completely and clearly. Introduction presents clear and complete summary of evidence to be used in support of thesis statement. Organization of the introduction is logical. Conclusion extends the argument and explains its significance.	Thesis statement answers the question completely and clearly. Introduction gives summary of evidence to be used in support of thesis statement. Organization of the introduction may be somewhat weak. Conclusion re-states the thesis statement, but may not extend or explain the argument's significance.	Thesis statement does not answer the question completely, and/or is weak or confusing. Summary of evidence to be used in support of thesis statement may be lacking. Organization of introduction may be weak. Conclusion may not clearly re-state the thesis statement.	Thesis statement does not answer the question and/or does not make an argument. Introduction does not give summary of evidence to be used in support of thesis statement. Conclusion fails to re-state the thesis, or is entirely absent.
Examples, Evidence, Content	Evidence in support of thesis is accurate, specific, relevant, and sufficient. Essay clearly and effectively explains how particular examples support thesis statement.	Evidence in support of thesis is accurate, specific, relevant, and sufficient. Essay may not always clearly explain how particular examples support thesis statement.	Evidence in support of thesis is not entirely accurate, or may be insufficient or irrelevant. Explanations of how examples support thesis may be weak or absent.	Evidence in support of thesis is inaccurate, insufficient, or irrelevant.
Organization and Structure	The essay is well-organized. The purpose of each paragraph is clear, with strong topic sentences linked to the thesis. The content of each paragraph is consistent and appropriate. The paragraphs are logically sequenced.	The essay is well organized. The purpose of each paragraph is clear, but there may be weak topic sentences. Some content may be inconsistent or irrelevant, and there may be minor problems of logic and paragraph sequence.	The essay is not especially well organized. The purpose of some paragraphs is unclear, and some have weak topic sentences. Some content may be inconsistent or irrelevant, and there may be problems of logic and paragraph sequence.	The essay is poorly organized. The purpose of some paragraphs is unclear, and many have weak topic sentences. Content is inconsistent and/or irrelevant, and there are significant problems of logic and paragraph sequence.
Writing Mechanics and Style	Language is clear and powerful, there are no significant errors of spelling, grammar, or usage. The essay may show a distinctive and elegant writing style.	The essay contains only occasional errors of spelling, grammar, and usage. The language is clear, but the writing may not be especially powerful or elegant.	The essay suffers from errors of spelling, grammar, and/or usage. The language is occasionally unclear.	The essay suffers from significant errors of spelling, grammar, and usage. The language is unclear, and poor writing makes it difficult to ascertain the author's meaning.

SCALE: *(0-2) **(3-5) ***(6-8) ***(9-10)

Score	Development	Focus & Organization	Language	Conventions
4	In response to the task and the stimuli, the writing: • utilizes well-chosen, relevant, and sufficient evidence from the stimuli to insightfully develop the topic. • thoroughly and accurately explains and elaborates on the evidence provided, demonstrating a clear understanding of the topic and the stimuli.	In response to the task and the stimuli, the writing: • contains an effective and relevant introduction. • utilizes effective organizational strategies to create a unified whole and to aid in comprehension. • effectively clarifies relationships among ideas and concepts to create cohesion. • contains an effective and relevant concluding statement or section.	The writing: • illustrates consistent and sophisticated command of precise language and domain-specific vocabulary appropriate to the task. • illustrates sophisticated command of syntactic variety for meaning and reader interest. • utilizes sophisticated and varied transitional words and phrases. • effectively establishes and maintains a formal style.	The writing: • demonstrates consistent and sophisticated command of grade-level conventions of standard written English. ² • may contain a few minor errors that do not interfere with meaning.
3	In response to the task and the stimuli, the writing: • utilizes relevant and sufficient evidence' from the stimuli for adequately develop the topic. • adequately and accurately explains and elaborates on the evidence provided, demonstrating a sufficient understanding of the topic and the stimuli.	In response to the task and the stimuli, the writing: • contains a relevant introduction. • utilizes adequate organizational strategies to create a mostly unified whole and to aid in comprehension. • clarifles most relationships among ideas and concepts, but there may be some gaps in cohesion. • contains a relevant concluding statement or section.	The writing: • illustrates consistent command of precise language and domain-specific vocabulary appropriate to the task. • illustrates consistent command of syntactic variety for meaning and reader interest. • utilizes appropriate and varied transitional words and phrases. • establishes and maintains a formal style.	The writing: • demonstrates consistent command of grade-level conventions of standard written English. ² • contains some minor and/or major errors, but the errors do not significantly interfere with meaning.
2	In response to the task and the stimuli, the writing: • utilizes mostly relevant but insufficient evidence from the stimuli to partially develop the topic. Some evidence may be inaccurate or repetitive. • explains some of the evidence provided, demonstrating only a partial understanding of the topic and the stimuli. There may be some level of inaccuracy in the explanation.	In response to the task and the stimuli, the writing: • contains a limited introduction. • demonstrates an attempt to use organizational strategies to create some unification, but ideas may be hard to follow at times. • clarifies some relationships among ideas and concepts, but there are lapses in focus. • contains a limited concluding statement or section.	The writing: • illustrates inconsistent command of precise language and domain-specific vocabulary. • illustrates inconsistent command of syntactic variety. • utilizes basic or repetitive transitional words and phrases. • establishes but inconsistently maintains a formal style.	The writing: • demonstrates inconsistent command of grade-level conventions of standard written English. ³ • contains many errors that may significantly interfere with meaning.
1	In response to the task and the stimuli, the writing: • utilizes mostly irrelevant or no evidence ³ from the stimuli, or mostly/only personal knowledge, to inadequately develop the topic. Evidence is inaccurate or repetitive. • inadequately or inaccurately explains the evidence provided, demonstrating little understanding of the topic and the stimuli.	In response to the task and the stimuli, the writing: • contains no or an irrelevant introduction. • demonstrates an unclear organizational structure; ideas are hard to follow most of the time. • fails to clarify relationships among ideas and concepts; concepts are unclear and/or there is a lack of focus. • contains no or an irrelevant concluding statement or section.	The writing: • illustrates little to no use of precise language and domain-specific vocabulary. • illustrates little to no syntactic variety. • utilizes no or few transitional words and phrases. • does not establish or maintain a formal style.	The writing: • demonstrates limited command of grade-level conventions of standard written English. ² • contains numerous and repeated errors that seriously impede meaning.

SCALE: 1(0-2) 2(3-5) 3(6-8) 4(9-10)