**RUBRIC: DEFINITION ESSAY Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade: \_\_\_\_\_\_**

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| **CRITERIA FOR EVALUATION** | **A**  **17-20 PTS** | **B**  **13-16 PTS** | **C**  **9-12 PTS** | **D**  **5-8 PTS** | **F**  **0-4 PTS** |
| **CONTROLLING IDEA**   * Addresses the task. * Develops and states a coherent thesis. * Communicates the message clearly. * Focuses on the central message. | Introduction gives a conventional definition and **interestingly** introduces a **clear and personal definition from the author.** The conclusion **accurately sums** up the essay’s main points and relates **a profound personal connection** between the author and the subject. | Introduction gives a conventional definition and introduces a **clear and personal definition from the author.** The conclusion adequately **sums** up the essay’s main points. There may be a **personal connection** between the author and the subject. | Introduction gives a conventional definition and **introduces** an **overly obvious, impersonal** definition. The conclusion somewhat **sums** up the essay’s main points. Since definition isn’t personalized, a link between the author and subject is **missing.** | Introduction **may be missing** conventional definition; author’s definition **is unclear / weak**. The conclusion somewhat sums up the essay’s main points. Since definition isn’t personalized, a link between the author and subject is **missing.** | Introduction is **missing several parts**; definition is **confused.** The conclusion **doesn’t adequately sum** up the essay’s main points. There is **little to no personalization** of the essay. The author could be anyone. |
| **SPECIFIC EVIDENCE**   * Analyzes and evaluates evidence in order to determine the best support for the controlling idea. * Determines the type of evidence that best fits the purpose, such as embedded quotes, paraphrased material, background knowledge, researched information, etc. | **Relevant** and **universal** evidence **clearly** and **effectively** supports of the definition. Evidencemay include personal anecdotes, expert opinions, statistics, and personal observation. **Precise wording** and imagery introduce **pathos and logos** to support reasons for evidence. **Awareness** of the audience is evident. | Relevant evidence effectively supports the definition. Evidencemay include personal anecdotes, expert opinions, statistics, and personal observation. **Precise wording** and imagery introduce **pathos and logos** to support reasons for evidence. **Some awareness** of the audience is evident. | Evidence **somewhat supports** the author’s definition. Evidence may include personal anecdotes or expert opinions but **may be inadequate** for effective support. The author **attempts** to use pathos and logos, but may be ineffective due to a **lack of understanding** of the audience. | A lack of evidence leads to a definition which is only **weakly supported.** The author may only use one or two examples of evidence, leaving sections of the definition unsupported. Any attempt at pathos and logos is **ineffectual.** The author **failed** to consider audience when writing. | The definition is **almost completely unsupported**. Any evidence given seems off topic, and either **fails to support** and / or completely **contradicts** the definition. The author may seem somewhat **disdainful** of his/her audience. |
| **STRUCTURE**   * Employs a structure that is appropriate to the writing task. * Links ideas throughout the writing product. * Incorporates transitional elements to signal time, progression, or order. * Includes a topic sentence, details, evidence, and a concluding statement in each body paragraph. | The author’s definition has been **effectively divided** into parts, and each part **is thoroughly discussed and supported in separate paragraphs. Effective transitions** clearly link the paragraphs in which these parts are discussed. **Topic sentences and supporting details** are **evident** in each paragraph. Student uses a variety of sentence lengths and structures. | The author’s definition has been **divided** into parts, and each part **is discussed and supported in separate paragraphs. Effective transitions** clearly link the paragraphs. **Topic sentences and supporting details** are **evident** in each paragraph. Student attempts to use a variety of sentence lengths and structures. | The author **struggles** to **divide** the definition into meaningful parts. As a result, topic sentences and supporting details **may be** **misplaced or repetitive**. Transitions are **attempted but inadequate.** Student attempts to use a variety of sentence lengths and structures. | The author **struggles** to **divide** the definition into meaningful parts. As a result, topic sentences and supporting details **are** **misplaced or repetitive**. Transitions are **attempted but inadequate.** Student **rarely uses** a variety of sentence lengths and structures. | There is **no attempt** made to divide the definition into significant pieces. As a result, there is **no meaningful organization**. Essay may be constructed of one long, rambling paragraph. Topic sentences **don’t support** the definition, and evidence doesn’t support the topic sentences. |
| **DEPTH OF REASONING**   * Analyzes the relationship between the evidence and the controlling idea. * Articulates the significance of the evidence in relation to the central message. * Proves depth of understanding through original thinking and through development of commentary. * Anticipates the audience’s questions and addresses them. | **Specific details** about the writer’s thoughts and feelings about the subject are **clearly and appropriately** expressed. **No extraneous** information exists; evidence is **successfully introduced** and explained with **insightful commentary** which clearly ties it to the author’s definition. | **The writer’s** thoughts and feelings are mostly **clear and appropriate.** **Some extraneous** information exists; evidence is **successfully introduced** and explained with **adequate commentary** tying it to the author’s definition. | Thoughts and feelings **may be confused** or **absent** in areas. **Some** extraneous information exists. Evidence **may not be introduced** well, and commentary may be **less than adequate** when attempting to connect the evidence with the definition. | Author’s thoughts and feelings are **mostly absent.** Reasons are given but are **not explained wel**l leaving the reader confused as to how the definition is supported. There are **several areas** of extraneous information. | Author’s thoughts and feelings are **nonexistent** or completely **off topic.** Reasons are **not tied** to the definition or they may **completely contradict** the definition. The paper is **full** of extraneous information. |
| **CONVENTIONS**   * Standard English spelling, punctuation, capitalization, and manuscript form are used appropriately for this grade level. * Standard English grammar and sentence structure are used appropriately for this grade level. | Standard English grammar, sentence structure, and punctuation are used throughout the essay with **minimal** errors. Citation style (MLA, APA, Tarabian) is correct and fits the assignment.  **1-5 errors only** | Standard English grammar, sentence structure, and punctuation are used throughout the essay with few errors. Citation style (MLA, APA, Tarabian) is correct and fits the assignment.  **6-10 errors only** | Inconsistent use of standard English grammar, punctuation, and sentence structure—several errors. **And / Or** Problems with citation style also occur.  **11-15 errors only** | Inconsistent use of standard English grammar, punctuation, and sentence structure **disrupts readers’ comprehension. And / Or** Several errors with Citation style.  **16-20 errors only** | Minimal use of standard English grammar, punctuation, and sentence structure **confuses readers.** Readers may feel need to “interpret” what the writer has written. Poor use of citation style.  **21+ errors** |