**RUBRIC: DESCRIPTION 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 **clearly identifies** the subject, the time, or the place being described and provides necessary background information. Introduction / Conclusion **clearly states** why the subject is significant and **conveys** overall impression.  | Introduction **identifies** the subject, the time, and the place and provides some background information, but **some details are unclear.** Introduction / Conclusion **clearly states** why the subject is significant and **conveys** overall impression.  | Introduction refers to the subject, but the time or place is **unclear,** and necessary **background information is missing**. Significance of the subject **may not be obvious**, but should still be able to be inferred. | **Introduction doesn’t refer to the subject at all.** Reader is left guessing for several paragraphs about a possible topic. Significance of the subject **has to be inferred.**  | After reading the entire essay, the reader **cannot discern** the actual topic of the description. The significance of the subject matter **cannot be inferred** because the subject of the essay isn’t exactly clear.  |
| **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.
 | Precise words and figures of speech **consistently** bring **sensory details** to life. Reader can **easily** visualize topic being described**. Consistent** use of descriptive vivid verbs rather than “be” verbs. Evidence clearly and effectively supports the dominant impression. | Precise words and figures of speech **often** enhance the description of sensory details. Reader can **mostly** visualize topic being described. There is an **attempt** to use descriptive vivid verbs rather than “be” verbs. Evidence clearly and effectively supports the dominant impression. | Precise words and figures of speech **sometimes** enhance the description of sensory details. Reader can **somewhat** visualize topic being described. There is **not much of an** **attempt** to use descriptive vivid verbs rather than “be” verbs. Not all evidence supports the dominant impression. | Precise words and figures of speech are **seldom** used to enhance the description. Essay consists of **mostly “tellin**g” the reader and not “showing” the reader. There may be a significant amount of **listing** rather than actual description. Much of the evidence may not support the dominant impression.  | Description is almost entirely created through **“telling”** rather than “showing.” A significant amount of **listing** occurs. Writer may jump from one subject to another, never focusing on one topic. Dominant impression isn’t clear.  |
| **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.
 | **All details are logically arranged**, by spatial order, order of importance, or chronological order. **Effective transitions** clearly link ideas throughout the essay. **Topic sentences and supporting details** are **evident** in each paragraph. Student uses a variety of sentence lengths and structures. | Details are arranged by spatial order, order of importance, or chronological order, **with only minor lapses.**Effective transitions **often link ideas. Most** paragraphs contain topic sentences, and supporting details are evident. Student attempts to use a variety of sentence lengths and structures. | Details are **somewhat organized**; student may switch from one organizational strategy to another. Effective transitions **sometimes link ideas. Several** paragraphs contain topic sentences. Supporting details may be **weak.** Student **rarely uses** a variety of sentence lengths and structures | Arrangement of details is **not logical; few** details are in spatial order, order of importance, or chronological order.**Few transitions are used,** or some transitions are inappropriate. **Topic sentences are missing**, and / or supporting details may be **ineffectual.** Student mainly relies on simple sentences with subject / verb construction. | Details are in **random** order and **are confusing** to reader.Transitions are **missing or inappropriate**. Topic sentences are **missing,** and / or supporting details may be **ineffectual.** Student **relies** on simple sentences with subject / verb construction. |
| **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 writer’s thoughts and feelings about the subject are clearly and appropriately expressed. **No extraneous** information; all details **clearly support** / culminate in the dominant impression.  | **Several details** about the writer’s thoughts and feelings are included and clearly and appropriately expressed. There may be **some** extraneous information. Support for the dominant impression may be **less than obvious** in some of the details.  | **Several details** about the writer’s thoughts and feelings are included but may **not be clearly** and appropriately expressed. Several bits ofextraneous information exist. Support for the dominant impression may be **missing** in some of the details.  | **Few details** about the writer’s thoughts and feelings are included. Making the essay feel **impersonal. Several sections** of the essay veer away from the main topic, **adding nothing** to the dominant impression.  | Writer’s thoughts and feelings are **not included** in the essay. The author details events that lead up to main topic or segue away from main topic. The dominant impression **is unclear**.  |
| **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** |