Essay Rubric

**Fiction Text**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Distinguished5 | Effective4 | Emerging3 | Below Average2 | Significantly Below Average1 | Total Score |
| Summary | Writing is clear, focused and shows a complete understanding of the book. Ideas are fully developed by using logical and convincing reasoning, well-chosen evidence from the text and details that are specific, relevant, and accurate based upon the book. Summary of the book with rising action or conflict; turning point, falling action and resolution.  | Writing is clear, focused and shows a general understanding of the book. Ideas are adequately developed using logical reasoning, sufficient and appropriate evidence from the text, and descriptions and details that are relevant and accurate based upon the book.  | Writing is vague and shows only partial understanding of the book. Ideas are somewhat developed by using some reasoning and evidence from the text. Descriptions and details may be irrelevant, merely listed, and may or may not be found in the book.  | The writing is unclear, and shows a lack of understanding of the book. Ideas are developed with limited reasoning, little to no evidence from the text, and descriptions and details that are irrelevant and/or inaccurate. | The writing is unclear, shows no understanding of the book, and uses no reasoning with little to no evidence from the text and descriptions and details that are irrelevant and/or inaccurate.  |  |
| Author’s Purpose/Tone | Shows great depth of knowledge and understanding of the purpose and tone, reveals feeling and thoughts, abstract ideas reflected through use of specific details | Relates purpose/tone with research, personal and general reflections included, uses concrete language. | Does not go deeply into the purpose/tone, generalizations and limited insight, uses some detail | Little or no explanation or reflection on purpose/tone, no or few details to support reflection | No evidence of purpose/tone  |  |
| Mechanics | No errors in punctuation, capitalization and spelling. | Almost no errors in punctuation, capitalization and spelling. The errors do not interfere with meaning. | Many errors in punctuation, capitalization and spelling. The writing may contain errors which occasionally impedes meaning. | Numerous and distracting errors in punctuation, capitalization and spelling. The errors limited a complete understanding of writing.  | Unacceptable errors in punctuation, capitalization and spelling for grade level.  |  |
| Quality of Writing | No errors in sentence structure and grade level word usage. Word choice is precise, effective, and purposeful. Sentences are fluent and varied in length and structure. | Almost no errors in sentence structure and grade level word usage. Word choice is interesting and effective. Sentences are varied in length. | Many errors in sentence structure and grade level word usage. Word choice is limited and repetitive. Little or no variety in length of sentences. | Numerous and distracting errors in sentence structure and grade level word usage. Sentences have incorrect structure and may lead to a monotonous reading. | Unacceptable errors in sentence structure and grade level word usage. Sentences contain errors in construction making the essay difficult to read.  |  |
| Number of paragraphs (grades 5-8) | 5+ | 4 | 3 | 2 | 1 |  |
| Number of paragraphs (grades 2-4) | 3+ | 3 | 2 | 1 | No distinguishable paragraphs |  |
| \*Sentences per paragraph | 5+ | 3-4 | 2 | 1 | Incomplete sentences |  |
|  |  |  |  |  |  |  |

\*Each paragraph may receive a 1-5 score

Each report should have the following MLA reference at the end. Book Reports should have this MLA reference on the back.

Author Last Name, (comma) Author First Name. (period) Book Title written in italics if typed or underline if hand written. (period) publisher.(period) publication date. (period)

**Non-Fiction Text**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Distinguished5 | Effective4 | Emerging3 | Below Average2 | Significantly Below Average1 | Total Score |
| Brief summary of the book | Summary of the book has a beginning, middle and end with grade level detail and in depth understanding of the book’s topic. Ideas are developed using logical and convincing reason, well-chosen evidence from the book and details that are specific, relevant, and accurate based upon the book.  | Summary of the book without a well defined beginning, middle and end. Writing is clear, focused and shows a general understanding of the book. Ideas are adequately developed using logical reasoning, sufficient and appropriate evidence from the text, and descriptions and details that are relevant and accurate based upon the book. | Writing is vague and shows only partial understanding of the book. Ideas are somewhat developed by using some reasoning and evidence from the text. Descriptions and details may be irrelevant, merely listed, and may or may not be found in the book.  | The writing is unclear, and shows a lack of understanding of the book. Ideas are developed with limited reasoning, little to no evidence from the text, and descriptions and details that are irrelevant and/or inaccurate. | The writing is unclear, shows no understanding of the book, and uses no reasoning with little to no evidence from the text and descriptions and details that are irrelevant and/or inaccurate. |  |
| Student prediction based on events and fact presented (before and after reading) | Shows great depth of knowledge and understanding of the events and facts reflected through use of specific details. | Relates events and facts with research, personal and general predictions included, uses concrete language. | Does not go deeply into the events or facts with limited insight, uses some detail | Little or no explanation or reflection on events or facts with no or few details to support prediction | No evidence of facts or events  |  |
| Mechanics | No errors in punctuation, capitalization and spelling | Almost no errors in punctuation, capitalization and spelling. The errors do not interfere with meaning. | Many errors in punctuation, capitalization and spelling. The writing may contain errors which occasionally impedes meaning. | Numerous and distracting errors in punctuation, capitalization and spelling. The errors limited a complete understanding of writing. | Unacceptable errors in punctuation, capitalization and spelling for grade level. |  |
| Quality of Writing | No errors in sentence structure and grade level word usage. Word choice is precise, effective, and purposeful. Sentences are fluent and varied in length and structure. | Almost no errors in sentence structure and grade level word usage. Word choice is interesting and effective. Sentences are varied in length. | Many errors in sentence structure and grade level word usage. Word choice is limited and repetitive. Little or no variety in length of sentences. | Numerous and distracting errors in sentence structure and grade level word usage. Sentences have incorrect structure and may lead to a monotonous reading. | Unacceptable errors in sentence structure and grade level word usage. Sentences contain errors in construction making the essay difficult to read.  |  |
| \*Sentences per paragraph | 5+ | 3-4 | 2 | 1 | Incomplete sentences |  |
| Structure of text/Genre (Discussion, Report, Explanatory, Opinion, Instructional or Relate) | Correctly relates the genre of the book, incorporates the genre into the structure of the report. | Correctly relates the genre of the book into the report without flow of the story line.  | Correctly relates the genre of the book in a single statement with no connection to the report. | Incorrectly relates the genre of the book. | Does not report the genre.  |  |
| Graphic Organizer | Graphic organizer captures the main idea and/or points important to the text with information required for understanding of the text as well and interesting facts.  | Graphic organizer captures the main idea and/or points important to the text with information required for understanding of the text. | Uses a graphic organizer with few important facts. | Incorrect use of a graphic organizer to the information from the text.  | No graphic organizer used.  |  |
| Student made connections (text-to-self, text-to-text, and/or text-to-world) | Student makes 2 or more connections to the book with facts and interesting information to support the connections.  | Student makes 2 or more connections.  | Student makes 1 connection.  | Student incorrect connections.  | Student makes no connections.  |  |
| Author’s Purpose(entertain, inform, persuade) | Student correctly identifies the author’s purpose and supports their identification with statements which relate depth of knowledge and understanding. | Student correctly identifies the author’s purpose with supporting statements. | Student correctly identifies the author’s purpose. | Student incorrectly identifies the author’s purpose.  | No author’s purpose reported.  |  |
| Follow-up questions to the author after reading the non-fiction text. | Student identifies 2-4 questions which have thought and insight into the book.  | Student identifies 1-2 questions which have thought and insight into the book.  | Student identifies questions which have little connection to the content of the text. | Student identifies questions with no connection to the content of the text. | Student identifies no question.  |  |

\*Each paragraph may receive a 1-5 score

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