**Directions:** Your essay will be graded based on this rubric. Consequently, use this rubric as a guide when writing your essay and check it again before you submit your essay.

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| **Traits/Criteria** | **4** | **3** | **2** | **1** |
| FOCUS/Details | There is one clear, well focused topic. Main  ideas are clear and  are well supported by  detailed and accurate  information | There is one clear, well focused topic. Main  ideas are clear but are  not well supported by  detailed information | There is one topic.  Main ideas are  somewhat clear | The topic and main  ideas are not clear. |
| Organization | The introduction is  inviting, states the main  topic, and provides  an overview of the  paper. Information is  relevant and presented  in a logical order. The  conclusion is strong. | The introduction states  the main topic and  provides an overview  of the paper. A  conclusion is included | The introduction states  the main topic. A  conclusion is included | There is no clear  introduction, structure,  or conclusion. |
| Voice | The author’s purpose  of writing is very clear,  and there is strong  evidence of attention  to audience. The  author’s extensive  knowledge and/or  experience with the  topic is/are evident. | The author’s purpose  of writing is somewhat  clear, and there is some  evidence of attention  to audience. The  author’s knowledge  and/or experience with  the topic is/are evident | The author’s purpose  of writing is somewhat  clear, and there is  evidence of attention  to audience. The  author’s knowledge  and/or experience with  the topic is/are limited. | The author’s purpose of  writing is unclear. |
| Word Choice | The author uses vivid  words and phrases. The  choice and placement  of words seems  accurate, natural, and  not forced. | The author uses vivid  words and phrases. The  choice and placement  of words is inaccurate  at times and/or seems  overdone. | The author uses words  that communicate  clearly, but the writing  lacks variety. | The writer uses a  limited vocabulary.  Jargon or clichés may  be present and detract  from the meaning |
| Sentence Structure, Grammar, Mechanics, Spelling | All sentences are well  constructed and have  varied structure and  length. The author  makes no errors in  grammar, mechanics,  and/or spelling. | Most sentences are  well constructed and  have varied structure  and length. The author  makes a few errors in  grammar, mechanics,  and/or spelling, but  they do not interfere  with understanding. | Most sentences are well  constructed, but they  have a similar structure  and/or length. The  author makes several  errors in grammar,  mechanics, and/or  spelling that interfere  with understanding. | Sentences sound  awkward, are  distractingly repetitive,  or are difficult to  understand. The author  makes numerous errors  in grammar, mechanics,  and/or spelling  that interfere with  understanding. |