**CE 12 Diagnostic Essay Rubric- Why should someone go to college? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_name**

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|  | **1 Elementary** | **2 Growing** | **3 Basic** | **4 Mastery** | **5 Strong** |
| **IDEAS –**  The main message of the piece, the theme, with supporting details that enrich and develop that theme. | *The paper has no clear sense of purpose or central theme. The reader must make inferences based on sketchy or missing details.*  A. Information is limited or unclear or the length is not adequate for development  B. The idea is a simple answer to the question  C. The topic may be repetitious, disconnect | Falls in between a 1 and 3 | *The writer is beginning to define the topic, even though development is still basic or general.*  A. Information is basic and some support  is attempted  B. Ideas are reasonably clear  C. The reader is left with questions  D. The writer generally stays on topic | Falls in between 3 and 5 | *This paper is clear and focused. It holds the reader's attention. Relevant anecdotes and/or details enrich the central theme.*  A. The topic is narrow and manageable  B. Relevant, telling, quality details go beyond the obvious  C. Ideas are crystal clear and supported with details  D. Writing from knowledge or experience; ideas are fresh and original  E. Reader's questions are anticipated and answered. |
| **ORGANIZATION –**  The internal structure, thread of central meaning, logical and sometimes intriguing  pattern or sequence of the ideas. | *The writing lacks a clear sense of direction.*  A. No real lead or conclusion present.  B. Connections between ideas, if present, are confusing.  C. Sequencing needs work.  D. Pacing feels awkward.  E. No title is present (if requested).  F. Problems with organizational structure make it hard to understand. Little or no evidence of paragraphing present. |  | *The organizational structure is strong enough to move the reader through the text without too much confusion.*  A. The paper has a recognizable introduction and conclusion.  B. Transitions sometimes work.  C. Sequencing shows some logic, yet structure takes attention away from the content.  D. Pacing is fairly well controlled.  E. A title, if desired, is present.  F. Organizational structure sometimes supports the main point, with an attempt at paragraphing. |  | *The organizational structure of this paper enhances and showcases the central idea or theme of the paper; includes a catchy introduction and a*  *satisfying conclusion.*  A. An inviting introduction draws the reader in; a satisfying conclusion leaves the reader with a sense of closure and resolution.  B. Thoughtful transitions connect ideas.  C. Sequencing is logical and effective.  D. Pacing is well controlled.  E. The title, if desired, is original.  F. Organizational structure is appropriate for purpose  and audience; paragraphing is effective. |
| **VOICE –**  The unique perspective of the writer evident in the piece through the use of compelling ideas,  engaging language, and revealing details. | *The writer seems uninvolved with the topic and the audience.*  A. Fails to connect with the audience.  B. Purpose is unclear.  D. Writing is mechanical, showing no engagement with the topic. |  | *The writer seems sincere, but not fully engaged or involved. The result is pleasant or even personable,*  *but not compelling.*  A. Attempt to connect with audience is earnest but impersonal.  B. Attempts to include content and arrangement of ideas to reflect purpose.  D. Writing lacks consistent engagement with the topic. |  | *The writer of this paper speaks directly to the reader in a manner that is individual, compelling, engaging, and shows respect for the audience.*  A. Uses topic, details, and language to strongly connect with the audience.  B. Purpose is reflected by content and arrangement of ideas.  C. The writer takes a risk with revealing details.  D. Writing is honest, personal, and engaging. |
| **WORD CHOICE** - The use of rich, colorful, and  precise language that moves and enlightens the reader. | *The writer struggles with a limited vocabulary*  A. Words are nonspecific or language is used incorrectly.  B. Limited vocabulary, misuse of parts of speech.  C. Jargon or clichés, persistent redundancy |  | *The language is functional, even if it lacks much energy.*  A. Words are adequate and correct in a general sense.  B. Language functions, with one or two fine moments.  C. Occasionally, the words and phrases show refinement and precision |  | *Words convey the intended message in a precise, interesting, and natural way.*  A. Words are specific and accurate.  B. Natural, effective and appropriate language.  C. Precision is obvious by choice of words and phrases. |
| **SENTENCE FLUENCY** - The rhythm and flow of the language, the sound of word patterns, the way in which the writing plays to the ear, not just to the eye. | *The reader has to practice quite a bit in order to give this paper a fair interpretive reading.*  A. Sentences are choppy, incomplete, rambling, or awkward. Phrasing does not sound natural.  B. No "sentence sense" present.  C. Sentences begin the same way. |  | *The text provides an adequate flow, but needs additional work.*  A. Sentences are usually of similar length, yet constructed correctly.  B. Sentence beginnings are sometimes varied.  C. Parts of the text invite expressive oral reading; other parts may be stiff, awkward, choppy, or gangly. |  | *The writing has an easy flow, rhythm and cadence. Sentences are well constructed.*  A. Sentences enhance the meaning.  B. Sentences vary in length as well as structure.  C. Purposeful and varied sentence beginnings.  D. Creative and appropriate connectives. |
| C**ONVENTIONS** - The mechanical correctness of the piece; spelling, punctuation, capitalization,  grammar usage, and paragraphing. | *Errors in spelling, punctuation, capitalization, usage and grammar and/or paragraphing repeatedly distract the reader and make text difficult to read.* |  | *The writer shows reasonable control over a limited range of standard writing conventions* |  | *The writer demonstrates a good grasp of standard writing conventions (e.g., spelling, punctuation, capitalization, grammar usage, paragraphing)* |
| **PRESENTATION** – The graphic layout of the essay on the page | 4+ errors | 3 errors | 2 errors | 1 error | No errors on following MLA format and adhering to teacher guidelines |

Teacher comments: Student Goals: