

USE AS COVER SHEET FOR 'THIS I BELIEVE' ESSAY

AP English Language & Composition

Writing Rubric

50 points possible

A+ (9) = 50 A (8) = 46-49 A- (7) = 45 B+ (6) = 44 B (5) = 42-43 B- (4) = 40-41 C+/C (3) = 36-39 C-/below (1-2) = 35/below

Name:

Assignment:

Due Date:

	THINKING	ORGANIZATION	CONTENT	DICTION	MECHANICS
	<i>Development of ideas, clarity of purpose</i>	<i>Arrangement and flow of logic</i>	<i>Supporting details</i>	<i>Use of language, sentence structure</i>	<i>Spelling, punctuation, paragraphing</i>
EXEMPLARY 8-9	Writer generates original ideas, provides a compelling thesis, synthesizes complex concepts, and offers keen insights.	Writer's theme/thesis and supporting evidence are presented clearly and artfully, enhancing impact.	Writer's choice of supporting evidence is rich and substantive; sources are integrated in a sophisticated manner.	Writer's voice is clear. Varied and elegant sentences enhance impact. Rich, effective vocabulary and figurative language.	Writing contains very few or no errors. Use of mechanics enhances meaning. Writer "breaks rules" artfully.
COMMENDABLE 6-7	Writer demonstrates evidence of original thinking, offers a clear thesis, synthesizes concepts, and displays insight.	Writing contains clear focus and flow of logic, including an effective introduction and conclusion, and skillful transitions.	Writer's choice of content is interesting and meaningful, with effective details and integration of sources.	Writer demonstrates an awareness of the value of good sentence variety and generally rich language in enhancing meaning.	Writing contains few errors, sophisticated use of grammar and punctuation, and effective paragraphing.
EFFECTIVE (but with flaws) 5	Writer attempts analysis, but demonstrates little or no original thought or insight; thesis is present but weak.	Writing is generally focused; some attempt at flow of logic, but with limited success; adequate but "formulaic" introduction/conclusion.	Writer uses correct information and sufficient details to support focus, but content does not enhance meaning/impact.	Writing contains some sentence variety, correct word usage, and acceptable vocabulary, but lacks richness.	Writing features generally correct spelling, paragraph structure and grammar. Errors do not interfere with meaning.
APPROACHES EFFECTIVE 3-4	Writer demonstrates general awareness of purpose, but central thesis is missing; no evidence of original thought.	Writer's focus is either limited or too broad; organization is awkward and/or inconsistent; ineffective introduction and/or conclusion.	Information is generally correct, but writing lacks sufficient details and/or some details fail to support focus.	Lack of sentence variety, limited vocabulary, and/or errors in usage (ref., S/P, V.T., inappropriate use of first or second person).	Writing contains errors -- in spelling, grammar and/or punctuation -- that interfere with meaning,
NOT EFFECTIVE 1-2	Writer shows little or no understanding of purposes; thinking lacks coherence.	Writer's focus is unclear, with poor organization, lack of transitions; introduction and/or conclusion is missing.	Writing contains details that are confusing, irrelevant or repetitive; no integration of sources.	Writing contains no sentence variety, some sentence fragments and/or run-on sentences; simplistic vocabulary.	Writing contains many errors in spelling, capitalization, punctuation and/or paragraphing. Errors seriously interfere with meaning.

Overall Grade: _____

Comments: