**RUBRIC – INFORMATIVE ESSAY**

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|  | **Description** | **Intro** | **Body** | **Conclusion** | **Language** | **Other** |
| **4** | Clearly addresses all parts of the writing task; maintains a clear purpose and a consistent point of view and focus; all ideas are on topic, not extraneous; essay logically flows from one paragraph to another; paragraphs fully elaborate and develop the thesis | ⧫ engaging,  appropriate lead⧫ general information  introducing the topic⧫ clear thesis and a  statement of the main  points | ⧫ well-developed topic  sentence⧫ in-depth, accurate, and  relevant facts/concrete  details⧫ relevant comments  without redundancy⧫ effective concluding  sentence that restates  the topic sentence | ⧫ restates the thesis  statement and the main  ideas⧫ expands upon the  general information  provided in the  introduction ⧫ ends with a final  thought, but does not  give any new  information | ⧫ effective transitions  throughout the essay ⧫ employs a variety of  sentence patterns to  enhance the writing⧫ sentences vary in  beginnings, length, and  complexity⧫ precise and  engaging vocabulary | ⧫ writes with the  audience in mind⧫ strong “voice”  (expressive, engaging,  enthusiastic, natural,  thought-provoking)⧫ original and engaging  title |
| **3** | Addresses all parts of the writing task; maintains a general understanding of the purpose and mostly consistent point of view and focus; ideas are on topic; essay flows from one paragraph to another; paragraphs build and develop the thesis | ⧫ appropriate lead⧫ some general  information  introducing the topic⧫ thesis and a  statement of the main  points | ⧫ topic sentence⧫ relevant facts, concrete  details, and supporting  comments⧫ minimal redundancy⧫ concluding sentence | ⧫ restates the thesis  statement and the main  ideas⧫ may include some  general information⧫ ends with a final  thought | ⧫ includes appropriate  transitions⧫ may employ various  sentence patterns ⧫ sentences may vary in  beginnings and length⧫ uses accurate  vocabulary | ⧫ attempts to write with  the audience in mind⧫ moderate “voice”  (sincere, but not  genuinely engaging)⧫ appropriate title |
| **2** | Addresses only parts of the writing task; demonstrates limited understanding of the purpose and an unclear point of view and focus; lacks unity between paragraphs; weak paragraph development; lacks sufficient support for the thesis | ⧫ weak, inappropriate, or  missing lead⧫ little or no general  information  introducing the topic⧫ weak, insufficient, or  missing thesis and statement of the main  points | ⧫ insufficient or  missing topic sentence⧫ limited or irrelevant  facts, concrete details,  and comments⧫ redundant information  or comments⧫ insufficient or  missing concluding  sentence | ⧫ confusing or missing  restatement of thesis,  main ideas, and  general information⧫ missing final  thought | ⧫ ineffective, awkward,  or missing transitions⧫ simple sentence  patterns ⧫ may include confusing  or incorrect vocabulary | ⧫ limited awareness of  the audience⧫ little or no “voice”  (flat, lifeless, or  mechanical)⧫ may or may not have a  title |
| **1** | Fails to address the writing task; demonstrates no understanding of the purpose; lacks point of view, focus, and unity between paragraphs; little or no paragraph development | ⧫ inappropriate or  missing lead⧫ no general information  introducing the topic⧫ missing or irrelevant  thesis and main points | ⧫ missing or irrelevant  topic sentence⧫ few or no facts,  concrete details, or  support⧫ redundant information⧫ missing or irrelevant  concluding sentence | ⧫ missing or  inappropriate  | ⧫ no transitions⧫ simple, confusing, or  fragmented sentence patterns  | ⧫ no awareness of the  audience⧫ lacks “voice” (flat,  lifeless, or mechanical)⧫ no title |