

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Class: \_\_\_\_\_

**Beacon School–Wide Expository Essay Rubric  
Upper House (11<sup>th</sup> and 12<sup>th</sup> Grades)**

<b>CRITERIA</b>	<b>Proficient with Distinction (25)</b>	<b>Proficient (22)</b>	<b>Partially Proficient (19)</b>	<b>Below Proficient (16)</b>	<b>Substantially Below Proficient (13)</b>
<b>READING COMPREHENSION</b>  ____/25  Note: only use this category if the writing task includes a reading component.	<ul style="list-style-type: none"> <li>○ Student response provides an <u>accurate analysis</u> of what the text says explicitly and inferentially and <u>cites convincing textual evidence</u> to support the analysis, <u>showing full comprehension of complex ideas</u> expressed in the text(s)</li> </ul>	<ul style="list-style-type: none"> <li>○ Student response provides a <u>mostly accurate analysis</u> of what the text says explicitly and inferentially and <u>cites textual evidence</u> to support the analysis, <u>showing extensive comprehension</u> of ideas expressed in text(s)</li> </ul>	<ul style="list-style-type: none"> <li>○ Student response provides a <u>generally accurate analysis</u> of what the text says explicitly or inferentially and <u>cited textual evidence shows a basic comprehension</u> of ideas expressed in the text(s)</li> </ul>	<ul style="list-style-type: none"> <li>○ Student response provides a <u>minimally accurate analysis</u> of what the text says and <u>cited textual evidence shows limited comprehension</u> of ideas expressed in the text(s)</li> </ul>	<ul style="list-style-type: none"> <li>○ Student response provides an <u>inaccurate analysis or no analysis</u> of text, showing <u>little to no comprehension</u> of ideas expressed in the text(s)</li> </ul>
	<b>Proficient with Distinction (30)</b>	<b>Proficient (26)</b>	<b>Partially Proficient (22)</b>	<b>Below Proficient (18)</b>	<b>Substantially Below Proficient (14)</b>
<b>DEVELOPMENT OF IDEAS</b>  ____/30	<ul style="list-style-type: none"> <li>○ The thesis statement is clearly defined &amp; makes a complex claim</li> <li>○ Response addresses the prompt &amp; provides effective &amp; comprehensive development of the claim/ topic/narrative elements</li> <li>○ Writer uses clear &amp; convincing reasoning, details, text-based evidence, and/or description</li> <li>○ Development is consistently appropriate to the task, purpose &amp; audience</li> <li>○ Evidence is blended well</li> <li>○ Writer continuously anticipates &amp; responds to reader's informational needs and may raise new, important questions</li> </ul>	<ul style="list-style-type: none"> <li>○ This thesis is clear, makes an arguable claim</li> <li>○ Response addresses the prompt &amp; provides development of the claim/topic/narrative elements</li> <li>○ Writer uses clear reasoning, details, text-based evidence, and/or description</li> <li>○ Development is largely appropriate to the task, purpose &amp; audience</li> <li>○ Evidence is blended</li> <li>○ Writer responds to reader's informational needs</li> </ul>	<ul style="list-style-type: none"> <li>○ The thesis makes a claim that may be somewhat factual</li> <li>○ Response addresses the prompt &amp; provides some development of the claim/ topic/narrative elements</li> <li>○ Writer uses some reasoning, details, text-based evidence, and/or description</li> <li>○ Development is somewhat appropriate to the task, purpose &amp; audience</li> <li>○ Evidence is only somewhat blended</li> <li>○ Writer sometimes responds to reader's informational needs, yet some important questions are left unanswered</li> </ul>	<ul style="list-style-type: none"> <li>○ The thesis is factual and/or illogical or inappropriate</li> <li>○ Response does not entirely address prompt &amp; minimally develops the claim/topic/ narrative elements</li> <li>○ Writer uses limited reasoning, details, text-based evidence and/or description</li> <li>○ Development is limited in its appropriateness to the task, purpose &amp; audience</li> <li>○ Evidence is not blended effectively</li> <li>○ The reader is left with numerous unanswered questions</li> </ul>	<ul style="list-style-type: none"> <li>○ Response is underdeveloped and therefore inappropriate to the task, purpose &amp; audience</li> </ul>

<p><b>ORGANIZATION &amp; CLARITY</b></p> <p>____/30</p>	<ul style="list-style-type: none"> <li>○ Response demonstrates purposeful coherence, clarity &amp; cohesion</li> <li>○ Response includes a strong intro, conclusion, &amp; a logical, well-executed progression of ideas</li> <li>○ Purposeful transitions help the reader to see how each point connects to a larger concept</li> </ul>	<ul style="list-style-type: none"> <li>○ Response demonstrates a great deal of coherence, clarity &amp; cohesion</li> <li>○ Response includes an intro, conclusion &amp; a logical progression of ideas</li> <li>○ Transitions help the reader to see how points connect</li> </ul>	<ul style="list-style-type: none"> <li>○ Response demonstrates some coherence, clarity &amp; cohesion</li> <li>○ Response includes an intro, conclusion &amp; logically grouped ideas</li> <li>○ Transitions are attempted, but do not always show how ideas connect</li> </ul>	<ul style="list-style-type: none"> <li>○ Response demonstrates limited coherence, clarity &amp; cohesion, making the writer's progression of ideas somewhat unclear</li> <li>○ Reader struggles to see some pattern or logical structure</li> <li>○ It is very hard to see how ideas link to each other or to any main point</li> </ul>	<ul style="list-style-type: none"> <li>○ Response demonstrates a lack of coherence, clarity &amp; cohesion</li> </ul>
	<p><b>Proficient with Distinction (20)</b></p>	<p><b>Proficient (17)</b></p>	<p><b>Partially Proficient (14)</b></p>	<p><b>Below Proficient (11)</b></p>	<p><b>Substantially Below Proficient (8)</b></p>
<p><b>STYLE &amp; CONVENTIONS</b></p> <p>____/20</p>	<p><b>Style:</b></p> <ul style="list-style-type: none"> <li>○ Writer uses sentences that are strong, clear, &amp; thoughtfully structured; the text can be read quickly &amp; without difficulty (i.e., syntax)</li> <li>○ Response consistently uses precise language, including descriptive words &amp; phrases and sensory details to indicate tone, and/or domain-specific vocabulary (i.e., diction)</li> <li>○ Writer communicates with reader in earnest, pleasing &amp; authentic manner (i.e., voice)</li> </ul> <p><b>Conventions:</b></p> <ul style="list-style-type: none"> <li>○ Writer attends perfectly to the norms and conventions of the discipline: paper is basically error free</li> </ul>	<p><b>Style:</b></p> <ul style="list-style-type: none"> <li>○ Writer uses sentences that are clear and grammatically correct; the text can be read with minimal difficulty (i.e., syntax)</li> <li>○ Response uses mostly precise language, including descriptive words &amp; phrases and sensory details to indicate tone and/or domain-specific vocabulary (i.e., diction)</li> <li>○ Writer reaches audience with moments of successful interaction (i.e., voice)</li> </ul> <p><b>Conventions:</b></p> <ul style="list-style-type: none"> <li>○ Writer attends to the norms &amp; conventions of the discipline: any errors, although noticeable, do not impair readability</li> </ul>	<p><b>Style:</b></p> <ul style="list-style-type: none"> <li>○ Writer uses sentences that are reasonably clear &amp; (for the most part) grammatically correct; the reader has occasional difficulty following the text (i.e., syntax)</li> <li>○ Response uses some precise language, including descriptive words &amp; phrases and sensory details to indicate tone and/or domain-specific vocabulary (i.e., diction)</li> <li>○ Writer attempts to reach reader with moments of attempted interaction (i.e., voice)</li> </ul> <p><b>Conventions:</b></p> <ul style="list-style-type: none"> <li>○ Writer mostly attends to the norms &amp; conventions of the discipline: errors sometimes impair the paper's readability</li> </ul>	<p><b>Style:</b></p> <ul style="list-style-type: none"> <li>○ Writer uses sentences that are unclear, the text is difficult to read at times ungrammatical, or both (i.e., syntax)</li> <li>○ Response includes limited descriptions, sensory details to indicate tone or domain-specific vocabulary (i.e., diction)</li> <li>○ Writer reveals little, taking no risks and therefore does not reach the reader (i.e., voice)</li> </ul> <p><b>Conventions:</b></p> <ul style="list-style-type: none"> <li>○ Writer has a limited awareness of the norms of the discipline: many errors impair the paper's readability</li> </ul>	<ul style="list-style-type: none"> <li>○ Response has an inappropriate style, writing shows little to no awareness of the norms of the discipline, and includes little to no precise language; the text is difficult to read</li> </ul>

<b>TASK CRITERIA</b>  _____/20	<ul style="list-style-type: none"> <li>○ In-text citations &amp; Works Cited page correctly formatted according to MLA/APA standards</li> <li>○ Writer thoughtfully tracks the development of a central theme of Hamlet, and the reader walks away with a clear message about that theme.</li> <li>○ Evidence is thoroughly and thoughtfully introduced and explained.</li> <li>○ Thesis statement is strong and makes a thoughtful argument that gives the reader a new insight into the play.</li> </ul>	<ul style="list-style-type: none"> <li>○ In-text citations &amp; Works Cited page contain a limited number of errors</li> <li>○ Writer thoughtfully tracks the development of a central theme of Hamlet.</li> <li>○ Each piece of evidence is introduced and explained sufficiently.</li> <li>○ Thesis statement is strong.</li> </ul>	<ul style="list-style-type: none"> <li>○ In-text citations &amp; Works Cited page contain some errors</li> <li>○ Writer tracks the development of theme, but there is no clear takeaway for the reader about that theme.</li> <li>○ Introduction and explanation of evidence are inconsistent.</li> <li>○ Thesis statement approaches being strong.</li> </ul>	<ul style="list-style-type: none"> <li>○ In-text citations &amp; Works Cited page contain many errors</li> <li>○ There is inconsistent development of the theme.</li> <li>○ Only a few pieces of evidence are introduced and explained.</li> <li>○ The thesis statement is somewhat weak, factual, or illogical.</li> </ul>	<ul style="list-style-type: none"> <li>○ Has provided no in-text citations and/or no Works Cited page</li> <li>○ There is little to no development of the theme.</li> <li>○ There is little to no introduction or explanation of evidence.</li> <li>○ Thesis statement is weak, factual, or illogical.</li> </ul>
--------------------------------------	--	--	--	---	---

<b>READING COMPREHENSION included:</b> ____/125 = ____%	<b>NO READING COMPREHENSION included:</b> ____/100 = ____%
---	--