

Name: _____ Date: _____ Class: _____

**Beacon School-Wide Expository Essay Rubric
Upper House (11th and 12th Grades)**

CRITERIA	Proficient with Distinction (25)	Proficient (22)	Partially Proficient (19)	Below Proficient (16)	Substantially Below Proficient (13)
READING COMPREHENSION ____/25 Note: only use this category if the writing task includes a reading component.	<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> 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)
	Proficient with Distinction (30)	Proficient (26)	Partially Proficient (22)	Below Proficient (18)	Substantially Below Proficient (14)
DEVELOPMENT OF IDEAS ____/30	<ul style="list-style-type: none"> The thesis statement is clearly defined & makes a complex claim Response addresses the prompt & provides effective & comprehensive development of the claim/topic/narrative elements Writer uses clear & convincing reasoning, details, text-based evidence, and/or description Development is consistently appropriate to the task, purpose & audience Evidence is blended well Writer continuously anticipates & responds to reader's informational needs and may raise new, important questions 	<ul style="list-style-type: none"> This thesis is clear, makes an arguable claim Response addresses the prompt & provides development of the claim/topic/narrative elements Writer uses clear reasoning, details, text-based evidence, and/or description Development is largely appropriate to the task, purpose & audience Evidence is blended Writer responds to reader's informational needs 	<ul style="list-style-type: none"> The thesis makes a claim that may be somewhat factual Response addresses the prompt & provides some development of the claim/topic/narrative elements Writer uses some reasoning, details, text-based evidence, and/or description Development is somewhat appropriate to the task, purpose & audience Evidence is only somewhat blended Writer sometimes responds to reader's informational needs, yet some important questions are left unanswered 	<ul style="list-style-type: none"> The thesis is factual and/or illogical or inappropriate Response does not entirely address prompt & minimally develops the claim/topic/narrative elements Writer uses limited reasoning, details, text-based evidence and/or description Development is limited in its appropriateness to the task, purpose & audience Evidence is not blended effectively The reader is left with numerous unanswered questions 	<ul style="list-style-type: none"> Response is underdeveloped and therefore inappropriate to the task, purpose & audience

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

TASK CRITERIA _____/20	<ul style="list-style-type: none"> ○ In-text citations & Works Cited page correctly formatted according to MLA/APA standards ○ The essay identifies a complex theme that appears in two of Shakespeare's sonnets ○ The essay thoughtfully compares and contrasts the development of that theme. ○ The essay synthesizes Shakespeare's perspectives on that theme, using the two sonnets as evidence. 	<ul style="list-style-type: none"> ○ In-text citations & Works Cited page contain a limited number of errors ○ The essay identifies a complex theme that appears in two of Shakespeare's sonnets ○ The essay compares and contrasts the development of that theme. ○ The essay attempts to synthesize Shakespeare's perspectives on that theme. 	<ul style="list-style-type: none"> ○ In-text citations & Works Cited page contain some errors ○ The essay identifies a complex theme that appears in two of Shakespeare's sonnets. ○ The essay begins to compare and contrast the development of that theme and is, at times, successful. ○ The essay does not entirely synthesize Shakespeare's perspective on that theme. 	<ul style="list-style-type: none"> ○ In-text citations & Works Cited page contain many errors ○ The theme is unclear, or it seems to change between paragraphs or ideas. ○ There is little comparing/contrasting of the theme, or the paper sometimes makes inaccurate or confusing comparisons. ○ The paper inaccurately attempts to synthesize Shakespeare's perspective on that theme. 	<ul style="list-style-type: none"> ○ Has provided no in-text citations and/or no Works Cited page ○ It is not clear what theme is being discussed. ○ There is no attempt to compare/contrast the sonnets. ○ The paper makes little to no attempt to synthesize Shakespeare's perspective on that theme.
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READING COMPREHENSION included: ____/125 = ____%	NO READING COMPREHENSION included: ____/100 = ____%
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