

Essay Rubric

	N/A	Level 1 <i>(50 - 59%)</i>	Level 2 <i>(60 - 69%)</i>	Level 3 <i>(70 - 79%)</i>	Level 4 <i>(80 - 100%)</i>
Knowledge/ Understanding	<ul style="list-style-type: none"> - demonstrates little to no understanding of essay format, including paragraph structures and Works Cited page - demonstrates little to no understanding of supported opinion structure 	<ul style="list-style-type: none"> - demonstrates limited understanding of essay format, including paragraph structures and Works Cited page - demonstrates limited understanding of supported opinion structure 	<ul style="list-style-type: none"> - demonstrates some understanding of essay format, including paragraph structures and Works Cited page - demonstrates moderate understanding of supported opinion structure 	<ul style="list-style-type: none"> - demonstrates considerable understanding of essay format, including paragraph structures and Works Cited page - demonstrates considerable understanding of supported opinion structure 	<ul style="list-style-type: none"> - demonstrates a thorough understanding of essay format, including paragraph structures and Works Cited page - demonstrates a high degree of understanding and creativity with supported opinion structure
Thinking/ Inquiry	<ul style="list-style-type: none"> - uses critical thinking skills with little to no effectiveness and/or support - inappropriate title - unclear line of argument, thesis, implications, and clincher 	<ul style="list-style-type: none"> - uses critical thinking skills with a limited degree of effectiveness and support - formulaic title - formulaic line of argument, thesis, implications, and clincher 	<ul style="list-style-type: none"> - uses critical and creative thinking skills with a moderate degree effectiveness and support - original title - considerate line of argument, thesis implications, and clincher 	<ul style="list-style-type: none"> - uses critical and creative thinking skills with a considerable degree of effectiveness and support - creative title - thoughtful line of argument, thesis, implications, and clincher 	<ul style="list-style-type: none"> - uses critical and creative thinking skills with a high degree of effectiveness and support - intriguing title -thought provoking line of argument, thesis, implications, and clincher
Application	<ul style="list-style-type: none"> - demonstrates little to no knowledge and understanding of included work(s)/experience(s) - makes few or no connections within/between included work(s)/experience(s) 	<ul style="list-style-type: none"> - demonstrates limited knowledge and understanding of included work(s)/experience - makes obvious connections within/between included work(s) 	<ul style="list-style-type: none"> - demonstrates some knowledge and understanding of included work(s) - makes good connections within/between included work(s) 	<ul style="list-style-type: none"> - demonstrates considerable knowledge and understanding of included work(s) - makes thoughtful connections within/between included work(s) 	<ul style="list-style-type: none"> - demonstrates a thorough knowledge and understanding of included work(s) - makes intriguing connections within/between included work(s)
Communication	<ul style="list-style-type: none"> - communication is impeded through logic problems, lack of structure, improper grammar and/or sentence structures - major errors in citations 	<ul style="list-style-type: none"> - communicates arguments with limited logic, structure, proper grammar, and sentence structures - several minor errors in citations 	<ul style="list-style-type: none"> - communicates arguments with some logic, structure, proper grammar, and appropriate sentence structures - few minor errors in citations 	<ul style="list-style-type: none"> - communicates arguments with considerable logic, structure, proper grammar, and fluid sentence structures - nearly flawless use of citations 	<ul style="list-style-type: none"> - communicates arguments with efficient logic, structure, proper grammar, and effective sentence structures - flawless use of citations