



## Essay Writing Rubric – Summary

Advanced	Proficient	Approaching	Far Below
Paraphrases the main ideas and supporting details of the story in the student's own words.	Paraphrases the main ideas and supporting details of the story in the student's own words.	Includes some paraphrasing, but also some copying of portions of text without citing them as quotations.	Copies significant portions of text without citing them as quotations. Does not attempt to paraphrase into the student's own words.
Addresses every part of the writing assignment.	Addresses every part of the writing assignment.	Addresses only some parts of the writing assignment.	Addresses only one part of the writing assignment.
Shows a clear understanding of the purpose of the essay.	Shows a clear understanding of the purpose of the essay.	Shows some understanding of the purpose of the essay.	Shows little or no understanding of the purpose of the essay.
Uses a consistent point of view and maintains focus.	Uses a consistent point of view and maintains focus.	Uses an inconsistent point of view and/or does not maintain consistent focus.	Does not use a clear point of view or does not have a clear focus.
Clearly states the main idea and relevant facts and details.	Clearly states the main idea and relevant facts and details.	Hints at the main idea and includes limited details/facts.	Misses the main idea. May include some details or facts.
Uses transitions so the essay flows smoothly. Paragraph breaks are included appropriately, and paragraphs are organized logically.	Paragraph breaks are included appropriately.	Paragraph breaks and/or organizational structure are inconsistent.	Organizational structure is missing or extremely limited.
Includes a variety of sentence structures.	Includes a variety of sentence structures.	Includes an occasional compound sentence, but most of the sentences are simple sentences.	Uses simple sentences.
Uses higher level vocabulary appropriately.	Uses grade level vocabulary appropriately.	Attempts, but misuses grade level vocabulary.	Uses a limited/simple vocabulary range.
Has few or no errors in grammar, spelling, capitalization or punctuation. Any errors do not interfere with understanding.	Has some errors in grammar, spelling, capitalization or punctuation. Errors do not interfere with understanding.	Has several errors in grammar, spelling, capitalization, or punctuation. Errors may interfere with understanding.	Has serious errors in grammar, spelling, capitalization, or punctuation. Errors interfere with understanding.