

A rubric is a type of scoring guide that assesses and articulates specific components and expectations for a task. Rubrics help to:

Assess assignments consistently from participant to participant.

Save time in evaluation, both short-term and long-term.

Give effective feedback that will be a helpful reference later

Clarify expectations and components of the essay for both participants and evaluators

Essay Question: *Describe a time in your life where you demonstrated leadership and overcame obstacles either in school, social, or family life.*

Suggested Essay Rubric:

| TOPIC | 5 | 4 | 3 | 2 | 1 | POINTS |
|---|--|--|---|--|--|-------------------------|
| Thesis and introduction | Superior thesis. Clearly introduces the essay and prepares the reader for what to expect. Grabs attention. | Strong thesis. Introduces the essay and prepares the reader for what to expect. | Clear thesis. Introduces the essay and may be a bit vague/general/or "muddy". | Undeveloped thesis (simple), Does not establish purpose of the essay. Thesis does not fully address question | No thesis or poor thesis. | |
| Organization | Extremely well-organized essay. Clear beginning, middle, and end. Flow is natural and easy to follow. | Well-organized essay. Clear beginning, middle, and end. Easy to follow. May deviate at times but does not hinder understanding. | Fairly well-organized essay. Sometimes hard to follow. Essay deviates at times from thesis. | Weak organization. Confusing at times. | Weak organization. Very difficult to follow. | |
| Development | Excellent use of information to support thesis and main ideas. | Information supports thesis and main ideas. Strong support and/or examples provided; may lack balance. | Contains some support and/or examples; more needed. Some information may be irrelevant to the essay. | Lacks evidence to support main ideas. | Supporting information is not specific or relevant. | |
| Grammar and Conventions | Generally error free (need not be perfect). Minimal to no errors. | May contain minor errors in punctuation, writing conventions, or inaccurate word choice. | Several errors in punctuation, spelling and/or grammar. | Contains major errors in punctuation, spelling, and/or grammar | Contains major errors in punctuation, spelling, and/or grammar | |
| Quality Points: You have 10 quality points to give. Review the description and write your quality points in the QP box. | (9-10) Extremely well-written essay. Essay really made an impact. | (6-8) Well-written essay. The writer could have done more to develop the essay or support the thesis. Minor errors took away from the overall essay. | (3-5) Essay was not impressive and deserves some quality points, but not full. Errors may have been distracting | (1-2) I feel guilty for not giving them a little boost but wasn't impressed. Essay is incomplete. | <u>Quality Points:</u> | TOTAL (including QP) |

Comments: