Essay Rubric

	4	3	2	1
Ideas/Content	Essay has a clear focus/thesis, ideas are compelling, and there is strong development and support.	Thesis is clear and focus is apparent. There is some development and support, though it may not be consistent.	Thesis/focus is not clear, ideas need development, and/or more support is needed for ideas.	Essay's thesis/focus is not clear. Essay lacks development and/or support, may be unacceptably brief.
Organization	Introduction is engaging and includes a clear thesis. The body of the essay includes well-constructed paragraphs and smooth transitions. Conclusion is powerful and effective.	Introduction, body and conclusion are clear and appropriate to the topic, although transitions could be smoother.	Lapses in organization begin to detract from the meaning of the essay.	Organization is unclear, or essay consists of one long paragraph with no sorting and grouping of ideas.
Voice/Word Choice	Voice is consistently sophisticated and individualistic. Sentences are well-crafted and varied in structure demonstrating a precise, flexible, and creative use of language.	Sentence structure is varied. Word choice is precise and appropriate in conveying meaning.	Vocabulary may be basic, and sentence structure may be simple.	Vocabulary is basic, and sentence structure is simple.
Writing Conventions	Tight control over language use and mastery of writing conventions contribute to the effect of the response.	The language is well controlled, and occasional lapses in writing conventions are hardly noticeable.	Incomplete mastery of over writing conventions and language use may interfere with meaning some of the time.	Lack of control over writing conventions may make the writing difficult to understand.

Adapted from MDE High School ELA Content Expectations, 2006 and MEAP Writing from Knowledge and Experience Rubric
(MI CE Correlation: CE1.1.1-1.1.8, 1.2.1, 1.2.2, 1.3.1-1.3.6, 1.4.1-1.4.7, 2.1.1, 2.1.2, 2.1.4, 2.1.5, 2.1.6, 2.1.7, 2.2.1, 2.2.2, 2.3.1, 2.3.2, 2.3.3 2.3.8, 3.4.1-3.4.4, 4.1.4, 4.1.5)