TEACHER RUBRIC

| **Category** | **Exemplary** | **Masterful** | **Progressing** | **Not at Standard** |
| --- | --- | --- | --- | --- |
| **Purpose** | * Essay sustains focus, clarity, and alignment with the main idea * Essay takes a unique and creative approach to shaping the main idea   **9–10 points** | * Essay sustains clarity and a focus that is mostly aligned with the main idea * Essay shapes the main idea with a clear approach   **8 points** | * Essay’s main idea is a little unclear or lacks relevance; not always focused or sometimes goes off topic * Essay shapes main idea, but approach is unclear or overused   **7 points** | * Essay is unfocused, main idea is not obvious, and/or frequently goes off topic * Essay does not have a clear approach to shaping the main idea   **6 or fewer points** |
| **Development** | * Narrative is clearly developed and focused on scene, summary, or both (if appropriate) * Writing is descriptive, with the right balance of details (not too obvious, not too opaque)   **9–10 points** | * Narrative is clearly focused on either scene or summary, but choice may not be right for topic * Essay is well integrated and understandable, but sometimes has too much or too little detail   **8 points** | * No clear focus on either scene or summary, so narrative is not well developed * Essay is somewhat integrated and understandable, but often has too many details, or often lacks enough detail for reader to comprehend it   **7 points** | * Essay rambles without focus or narrative structure * Essay is not integrated into an understandable whole; too many details overwhelm the reader, or too few make it difficult to follow   **6 or fewer points** |
| **Persona** | * Essay’s tone is clear, and details present writer as an excellent potential addition to an academic community   **9–10 points** | * Essay’s tone is somewhat clear, and details present writer as a good potential addition to an academic community   **8 points** | * Essay’s tone contains discrepancies, and details present writer as a possible potential addition to an academic community   **7 points** | * Essay’s tone and details present writer as an inappropriate addition to an academic community   **6 or fewer points** |
| **Language Use** | * Writer’s word choices help achieve the essay’s purpose by creating a singular, unique, sincere, and personal voice, without resorting to clichés or lazy writing   **9–10 points** | * Writer makes considered and powerful word choices, mostly avoiding clichés and ambiguity, to advance the essay’s purpose   **8 points** | * Writer sometimes chooses clichéd or unclear language, making their essay somewhat tedious and ordinary, and not advancing the essay’s purpose   **7 points** | * Writer chooses clichéd, overused language, making their essay boring, stale, and indistinguishable from many others   **6 or fewer points** |
| **Organization** | * Structure clearly connects ideas and events, and logically transitions from one event to the next   **4.5–5 points** | * Structure connects ideas and events, but may be lacking some transitions between events   **4.0–4.4 points** | * Structure has some connections between ideas and events, and may be lacking transitions between events   **3.5–3.9 points** | * Structure does not connect ideas to events, and there are no transitions between events   **3.4 or fewer points** |
| **Conventions** | * Writer shows *excellent* control of grammatical rules: sentence structure, subject/verb agreement, tense and case, and mechanics * Essay’s citations, formatting, and pagination follow MLA style   **4.5–5 points** | * Writer shows *good* control of grammatical rules: sentence structure, subject/verb agreement, tense and case, and mechanics * Essay’s citations, formatting, and pagination follow MLA style, with one or two minor errors   **4.0–4.4 points** | * Writer shows *some* control of grammatical rules: sentence structure, subject/verb agreement, tense and case, and mechanics * Essay’s citations, formatting, and pagination partially follow MLA style, with one or two major errors   **3.5–3.9 points** | * Writer shows *little* control of grammatical rules: sentence structure, subject/verb agreement, tense and case, and mechanics * Essay’s citations, formatting, and pagination do not follow MLA style, or have three or more major errors   **3.4 or fewer points** |

Score = \_\_\_\_\_\_\_\_/50 pts. = \_\_\_\_%

*Adapted from: Chandler Unified School District. (n.d.). College Application Essay Rubric, AP English 12. https://bit.ly/46Asvvg*