

NAME: _____

ENGLISH –MR. CAVANAUGH-GRADE EIGHT

DEFINITION ESSAY RUBRIC

Expectations	Exceeds standard 4	Meets standard 3	Nearly meets standard 2	Below standard 1
* Engages and orients the reader	The concept of heroism is uniquely and clearly defined. Three strategies of definition are skillfully employed (definition by function, example, and negation). A variety of relevant details from text, personal experience, and/or historical or current society richly enhance the writer’s definition. All commentary convincingly develops the thesis.	The concept of heroism is adequately defined. Three strategies of definition are employed (definition by function, example, and negation). Relevant details from text, personal experience, and/or historical or current society are used to support the writer’s definition. Most commentary develops the thesis.	The concept of heroism is minimally defined. One or two strategies of definition are employed (definition by classification, function, example, negation). Relevant details from text, personal experience, and/or historical or current society may be present, but they lack or may not be concrete enough to give a full understanding of the concept. Commentary does not develop the thesis or may be missing.	The concept of heroism is not defined. Details are not provided to support a thesis.
* Uses a range of writing strategies	Writing is smooth, skillful, and coherent throughout the essay. Diction is sophisticated and appropriate for an academic audience.	Writing is smooth and coherent throughout most of the essay. Diction is appropriate for an academic essay.	Writing is incoherent throughout the essay. Diction is repetitive, vague, or inappropriate for an academic essay.	Writing strategies are not used.
Creates an organizing structure	The writer skillfully structures the essay with an engaging introduction containing an insightful thesis, well-developed body paragraphs, and a powerful conclusion.	The writer structures the essay with an introduction containing a clear thesis, developed body paragraphs, and a thoughtful conclusion.	The organization of the essay is confusing and the essay may be missing one or more of the following: an introduction with a thesis, developed body paragraphs, or an adequate conclusion.	The essay has no attempt at organization.
Demonstrates understanding of English language conventions	Demonstrates consistent control of grammar, usage, punctuation, sentence construction, and spelling. There is extensive evidence that the essay reflects the various stages of the writing process.	Demonstrates control of usage, grammar, punctuation, sentence construction, and spelling. Occasional errors do not usually interfere with meaning. There is evidence that the essay reflects stages of the writing process.	Demonstrates some control of usage, grammar, punctuation, sentence construction, and spelling. Frequent errors interfere with meaning. There is little or no evidence that the essay has undergone stages of the writing process.	Demonstrates little control of usage, grammar, punctuation, sentence construction, and spelling. Numerous errors interfere with meaning.

SCORING

A+=16 A=15 A-=14

B+=13 B=12 B-=11

C+=10 C=9 C-=8 7 or below=F

Score _____