

Detroit Branch NAACP
Rubric • Annual Essay Contest
Expository Writing (g. 6-12)

| | | SCORE |
|--|---|-------|
| Statement of Purpose/Organization | | |
| Response is fully sustained/purposefully focused: The controlling idea or main idea is clearly stated, and strongly maintained throughout the paper. The structure creates unity and completeness: The response has an effective introduction and conclusion. There is a logical progression of ideas from beginning to end. There is a strong connection between ideas. | 4 | |
| Response is adequately sustained/generally focused: The controlling idea or main idea is clear, though some loosely related material may be present. There is a sense of completeness (an adequate introduction and conclusion) and an adequate progression of ideas, but there may be a <u>slightly</u> inconsistent connection among ideas. | 3 | |
| Response is somewhat sustained/minor drift in focus: The controlling idea or main idea may be clear but insufficiently sustained. Or, the controlling idea may be unclear and somewhat unfocused. There is an uneven progression of ideas, or the introduction and conclusion, if present, are weak. There is a weak connection between ideas. | 2 | |
| Response may be related to the topic but may provide little or no focus: The focus may be confusing or ambiguous. There is little or no discernible organizational structure—frequent extraneous ideas may intrude. | 1 | |
| Elaboration of Details /Language | | |
| Response provides thorough and convincing support/evidence for the controlling idea: Includes effective use of sources, facts, and details. The response achieves depth that is specific and relevant. Ideas are expressed clearly and effectively, using precise language (i.e., clear and appropriate use of domain-specific vocabulary related to civil rights, social justice, etc.). Writes with a distinct, unique voice/point of view. Writing skillfully engages the audience. | 4 | |
| Response provides adequate support/evidence for the controlling idea or main idea: Some evidence from sources is integrated, though citations may be general or imprecise. Ideas are expressed adequately, employing a mix of precise with more general language use of domain-specific vocabulary relating to civil rights, social justice, etc. Writer uses voice/point of view. Writes with an understanding of a specific audience. | 3 | |
| Response provides uneven, cursory support/evidence for the controlling or main idea: Includes partial or uneven use of sources, facts, and details. Evidence from sources is weakly integrated, and citations, if present are uneven. Ideas are expressed unevenly, using simplistic language. Domain-specific language relating to civil rights, social justice, etc. may at times be used inappropriately. Writer's voice/point of view shows a vague sense of audience. | 2 | |
| Response provides minimal support/evidence for the controlling idea or main idea: Includes little or no use of sources, facts, and details. Use of evidence from the source material is minimal, absent, in error, or irrelevant. Ideas are expressed are vague, lack clarity, or are confusing. There is limited use of domain-specific language related to civil rights, social justice, etc. Writer's voice/point of view shows little, or no sense of audience. | 1 | |
| Conventions | | |
| Response demonstrates a strong command of conventions: Few, if any, errors are present in usage and sentence formation; effective and consistent use of punctuation, capitalization, and spelling. | 4 | |
| Response demonstrates an adequate command of conventions: Some errors in usage and sentence formation may be present, but no systemic pattern of errors is displayed; adequate use of punctuation, capitalization, and spelling. | 3 | |
| Response demonstrates a partial command of conventions: Frequent errors in usage may obscure meaning; inconsistent use of punctuation, capitalization, and spelling. | 2 | |
| Response demonstrates a lack of command of conventions: Errors are frequent and severe and meaning is often obscure. | 1 | |