**NYS Grade 6-8 Expository Writing Evaluation Rubric**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| CRITERIA | 4  Essays at this level: | 3  Essays at this level: | 2  Essays at this level: | 1  Essays at this level: | 0  Essays at this level: |
| CONTENT AND  ANALYSIS: the extent to which the essay conveys complex ideas and information clearly and accurately in order to support claims in an analysis of topics or texts | * clearly introduce a topic in a manner that is compelling and follows logically from the task and purpose * demonstrate   insightful analysis of the text(s) | * clearly introduce a topic in a manner that follows from the task and purpose * demonstrate grade appropriate analysis of the text(s) | * introduce a topic in a manner that follows generally from the task and purpose * demonstrate a literal comprehension of the   text(s) | * introduce a topic in a manner that does not logically follow from the task and purpose * demonstrate little understanding of the text(s) | • demonstrate a lack of comprehension of the  text(s) or task |
| COMMAND OF  EVIDENCE: the extent to which the essay presents evidence from the provided texts to support analysis and reflection | * develop the topic with relevant, well chosen facts, definitions, concrete details, quotations, or other information   and examples from the text(s)   * sustain the use of varied, relevant evidence | * develop the topic with relevant facts, definitions, details, quotations, or other information and   examples from the  text(s)   * sustain the use of relevant evidence, with some lack of variety | * partially develop the topic of the essay with the use of some textual evidence, some of which may be irrelevant * use relevant evidence inconsistently | • demonstrate an attempt to use evidence, but only develop ideas with minimal, occasional evidence which is generally invalid or irrelevant | • provide no evidence or provide evidence that is completely irrelevant |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| CRITERIA | 4  Essays at this level: | 3  Essays at this level: | 2  Essays at this level: | 1  Essays at this level: | 0  Essays at this level: |
| • COHERENCE,  ORGANIZATION, AND STYLE: the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language | * exhibit clear organization, with the skillful use of appropriate and varied transitions to create a unified whole and enhance meaning * establish and maintain a formal style, using   grade-appropriate, stylistically  sophisticated language and domain-specific vocabulary with a notable sense of voice   * provide a concluding statement or section that is compelling and follows clearly from the topic and information presented | * exhibit clear organization, with the use of appropriate transitions to create a unified whole * establish and maintain a formal style using precise language and domain-specific vocabulary * provide a concluding statement or section that follows from the topic and information presented | * exhibit some attempt at organization, with inconsistent use of transitions * establish but fail to maintain a formal style, with inconsistent use of language and domain-specific vocabulary * provide a concluding statement or section that follows generally from the topic and information presented | * exhibit little attempt at organization, or attempts to organize are irrelevant to the task * lack a formal style, using language that is imprecise or inappropriate for the text(s) and task * provide a concluding statement or section that is illogical or unrelated to the topic and information presented | * exhibit no evidence of organization * use language that is predominantly incoherent or copied directly from the text(s) * do not provide a concluding statement or section |
| • CONTROL OF CONVENTIONS: the  extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling | • demonstrate grade appropriate command of conventions, with few errors | • demonstrate grade appropriate command of conventions, with occasional errors that do not hinder comprehension | • demonstrate emerging command of conventions, with some errors that may hinder comprehension | • demonstrate a lack of command of conventions, with frequent errors that hinder comprehension | • are minimal, making assessment of conventions unreliable |