Name: **Personal Essay** Writing – Feedback Rubric

 **Not Competent Competent Proficient Exemplary**

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| Intro | Makes little or no attempt to draw the reader in and fails to introduce an issue. | Draws the reader in, establishes a statement of topic or issue for the essay, and may introduce a point of view on the issue. | Effectively draws the reader in, clearly states the topic and may introduce a point of view on the issue. | Effectively and creatively draws the reader in, clearly states the topic and may introduce a point of view on the issue. |
| Support | The point of view on the issue either lacks support or includes support that is seriously limited; examples, reasons, or other evidence used to support the point of view are inappropriate or insufficient and demonstrate weak critical thinking. | Supports the point of view on the issue, demonstrating some critical thinking, but may do so inconsistently or use inadequate examples, reasons, or other evidence to support its position. | Effectively supports the point of view on the issue and demonstrates significant critical thinking, generally using appropriate examples, reasons, and other evidence. | Effectively and insightfully supports the point of view on the issue and demonstrates extensive critical thinking, using clearly appropriate examples, reasons & other evidence. |
| Organization & Focus | Is limited in its organization or focus, or may demonstrate some lapses in coherence or progression of ideas. | Is generally organized and focused, demonstrating some coherence and progression of ideas. Introduction, body and conclusion are evident, but may lack effectiveness. | Is organized and focused; demonstrates coherence and a progression of ideas; concludes appropriately. | Is well organized and clearly focused; demonstrates clear coherence and a smooth progression of ideas; concludes gracefully. |
| Word or lang. choice | Displays little facility in the use of language, using very limited vocabulary or incorrect word choice. | Exhibits adequate but inconsistent facility in the use of language, using generally appropriate vocabulary. | Exhibits facility in the use of language, using appropriate vocabulary. | Exhibits skillful use of language, using a varied, accurate, and apt vocabulary. |
| Sentence variety | Demonstrates frequent problems in sentence structure. | Demonstrates some variety in sentence structure. | Demonstrates variety in sentence structure. | Demonstrates meaningful variety in sentence structure. |
| Grammar, mechanics, usage | Contains more than four errors in grammar, usage and mechanics. | Includes four or fewer errors in grammar, usage, and mechanics at grade level. | Includes two or fewer errors in grammar, usage, and mechanics at grade level. | Is free of grammar, usage, and mechanics errors at grade level. |
| Sources Format***This category does not apply unless the student chooses to use outside info. to support his argument.*** | Fails to cite reliable sources or inconsistently cites reliable sources, misusing MLA format for works cited page, internal citations and/or formatting of quotes.  | Cites a variety of reliable sources, generally using proper MLA format for works cited page, internal citations and formatting of quotes.  | Cites a variety of reliable sources, using proper MLA format for citations, works cited page and formatting of quotes. |