EFP: Original Composition Rubric – Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Assignment:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| Score | 1 - 2 | 3 - 4 | 5 - 6 | 7 - 8 |
| **Meaning/Content**  Ideas  Specific details  Engagement of the reader | 1. Ideas are barely developed and often use broad generalizations or cliche examples.  2. May be too short with few examples, details, or description provided.  3. Very few connections or points of engagement of the reader. Sometimes no awareness of a reader is shown. | 1. Ideas are generally straightforward and clear but can be listed or developed unevenly.  2. Some relevant examples, details, or description is provided.  3. May make connections to personal experience of engaging examples *(but these do not appear to be carefully chosen for their potential impact on the reader)*. | 1. Ideas are fully developed & show depth in places though there may be some parts not clearly expressed.  2. Supporting details, examples & description are relevant *(sometimes too much detail or too many examples reduces impact.)*  3. Writer personalizes the topic making connections to experiences in a deliberate attempt to engage the reader. | 1. Ideas are fully developed and show depth, creativity, and maturity. The writer ‘enriches’ the topic *(makes it much more interesting than it originally seems to be.)*  2. Choice of details shows some subtlety and may offer more than one layer of interpretation.  3. Writer is passionate about their topic and is able to create an emotional response in the reader. |
| **Style**  Vocabulary  Imagery  Verbs/adjectives  Adverbs  Metaphors  Similes  Engaging intro  Powerful conclusion | 1. Vocabulary is simple and/or very casual.  2. Little or no attempt to create imagery.  3. Verbs are simple.  4. Very few *(or no)* adjectives and adverbs used.  5. No metaphors or similes are used.  6. No clear introduction.  7. Missing a conclusion. | 1. Vocabulary is basic and does not add to the writing.  2. Imagery is created but is not very vivid.  3. Verbs are basic and not descriptive.  4. Only 1 or 2 adjectives and adverbs are used.  5. A metaphor or simile is used, but not effectively.  6. Introduction is basic and doesn’t inspire the reader to keep reading.  7. Has a conclusion, but it doesn’t sum up the composition theme. | 1. Vocabulary is strong and effectively creates an image in the reader’s mind.  2. Imagery is well developed.  3. Verbs are effectively chosen.  4. Adverbs and adjectives are used frequently.  5. At least one metaphor or simile is used.  6. Introduction is thoughtful and interesting and engages the reader.  7. Good conclusion that makes reference to the theme. | 1. Overall vocabulary is at a very high level *(student is really pushing themselves to use more complex words.)*  2. Imagery is powerfully developed.  3. Verbs are powerful and very effective.  4. Adverbs and adjectives are used extensively.  5. At least 2 metaphors or similes are used effectively.  6. Introduction is immediately engaging and demands that the reader continue reading.  7. Powerful conclusion that sums up the writer’s theme. |
| **Form**  Sentence variety  Dialogue  Transitions  Paragraphing | 1. All sentences are similar length; many sentences begin with the same word.  2. Dialogue is used incorrectly.  3. No transitions.  4. Story is one big paragraph. | 1. Little sentence variety *(many similar length sentences, many sentences begin with the same word.)*  2. Dialogue is formatted incorrectly.  3. Few transitions between paragraphs.  4. Errors in paragraphing. | 1. Uses some sentence variety *(no two sentences begin the same, varied lengths.)*  2. Dialogue, if used, is mostly formatted correctly.  3. Transitions between paragraphs.  4. Sequence is logical and related ideas are mostly grouped together; paragraphing is organized. | 1. Uses sentence variety *(N2sbtsw, sentences are varied length).*  2. Dialogue, if used, is formatted perfectly.  3. Creative transitions between paragraphs.  4. Sequence is logical and related ideas are grouped together; paragraphing is organized. |
| **Conventions**  Spelling  Sentence structure  Punctuation | 1. May have frequent or noticeable errors that make it difficult for readers to understand meaning.  2. Multiple use of second person. | 1. Some obvious errors, but they do not detract too much from meaning.  2. One use of second person. | 1. Includes some errors, but they are generally not serious and do not distract the reader.  2. No use of second person. | 1. Very few errors that do not distract the reader.  2. No use of second person. |