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|  | **UNSATISFACTORY (1)** | **SATISFACTORY (2)** | **GOOD (3)** | **EXCELLENT (4)** |
| **Spelling and Grammar** | Student has many grammatical and/or spelling errors (5+) | Students has significant spelling or grammatical errors (3-5) in work | Student has few spelling or grammatical errors (2-3) in work | Student has one or no grammatical or spelling errors in their work |
| **Format and Style** | Student exceeds or falls short of essay sentence count and does not adhere to formal essay structure discussed | Student either exceeds or falls far short of word count OR does not adhere to formal essay structure discussed | Students paragraph does not exceed word count and almost exactly follows formal essay structure | Student’s paragraph does not exceed sentence count and follows form style as discussed |
| **Quality of Evidence** | Student’s examples are inappropriate or ill-fitting to answer the question provided. There are few examples of either variety or specificity. | Student provides appropriate examples from almost all sources discussed. More variety or more specificity needed in student examples. | Student provides a variety of appropriate examples from ALL sources discussed in class or recommended by the teacher for work. Examples provide solid basis for argument. | Student provides strong and vivid examples from ALL sources discussed in class. Student adds examples from outside world or own experience which justify argument. |
| **Strength of Response** | Student’s argument is unclear and shows little reflection. As a result, it is difficult to ascertain whether student understands major issues or concepts. | Student’s argument is clear but needs greater reflection, whether personal or otherwise. It is unclear whether the student truly understands major concepts or issues. | Student’s argument is clear and reflective. Student shows grasp of major concepts and issues on subject. | Student’s argument is clear and contains obvious reflection and insight.. Student shows strong grasp of concepts and solid understanding of pertinent issues. |

Writing Rubric

Total Marks /16