**Pre-AP Essay Grading Rubric**

**Criterion A: Idea Development of the work**

**How thoroughly and specifically has the student used the topic and the thesis to convey idea? How effectively has the student used the topic and the essay to show knowledge and understanding of the chosen work? How effectively have the ideas been organized?**

Marks Level Descriptor

0 The work does not reach a standard described by the descriptors below.

10 The essay demonstrates *limited understanding* of the task and the text or prompt.

20 The essay demonstrates *understanding* and *superficial understanding* of the task and the text or prompt.

30 The essay demonstrates ideas that are *perceptive and completely developed* and *a clear understanding* of the task, text,

and prompt.

**Criterion B: Analysis and Textual Evident of the work**

**How insightful and perceptive is the student’s writing for specific underlying meaning, using exact text evidence? To what extend does the student develop how the writer’s choice of form, structure, technique, and style shape meaning?**

Marks Level Descriptor

0 The work does not reach a standard described by the descriptors below; unacceptably brief.

10 The writer relies on paraphrase and not independent conclusions; analysis is underdeveloped.

20 The writer’s analysis is superficial, plot summary is slightly present as analysis; evidence does not prove independent

conclusions.

30 These essays provide a keen, insightful analysis; specific examples and meaningful evidence provided.

**Criterion C: Writing Style of the Student**

**How effectively have the ideas been organized and how well are the conventions developed – tone, diction, syntax, purpose, – and supportive of the essay? How well has the student followed the meaning of the prompt? How effectively are the references to works integrated into the development of the idea?**

Marks Level Descriptor

0 The work does not reach a standard described by the descriptors below.

5 Writing demonstrates weak diction, syntax. Tone is ineffective as convincing evidence. Word choice is weak.

Transitions are lacking.

10 Different sentence styles are present. Writing demonstrates limited diction, tone use. Transitions are weak.

15 Different sentence styles/transitions show control of writing skills. Effective tone and word choice.

20 Advanced development and effective writing elements. Precise tone and sophisticated word choice.

**Criterion D: Mechanics of the Student’s writing**

**How clear, varied and accurate is the student’s writing? How appropriate is the students choice of grammar mechanics and the use of vocabulary, and terminology? Is the student’s writing appropriate to the task and the prompt?**

Marks Level Descriptor

0 The work does not reach a standard described by the descriptors below.

5 Multiple spelling/usage errors. Grammar mechanic are weak.

10 Several spelling/usage errors. Grammar mechanic errors are present.

15 Few spelling/usage errors. Grammar mechanic errors are few (2-3)

20 Minimal (1) spelling/usage error. Grammar mechanic error (1).

Teacher notes:

**Student name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Topic: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Overall grade: \_\_\_\_\_\_\_ /100**