Level D Final Writing Rubric (4-paragraph advantages/disadvantages essay)   TOTAL = _____/ 70   *Passing = 49 points*

4 *missing/off-topic*	5.5 *below expectations*	7 *meets expectations*	8.5 *above expectations*	10 *exemplary*
Organization & Content *organized, supported, and task-appropriate*				*x 3 = _____*
thesis is missing or off-topic	intro paragraph is missing general statements OR thesis is unclear/inappropriate	intro paragraph has 1 general statement logically followed by a clear thesis statement	intro paragraph has 2 general statements that effectively & logically lead to a clear thesis statement	intro paragraph has 3+ general statements that effectively & logically lead to a clear thesis statement
body paragraphs are missing or off-topic	body paragraphs have unclear/ missing (dis)advantages OR support	both body paragraphs contain 3 (dis)advantages and 1 related explanation OR example each	both body paragraphs contain 3 clear, logical (dis)advantages & some supporting details for each	both body paragraphs contain 3 clear, logical (dis)advantages & extensive supporting details for each
concluding paragraph is missing or off-topic	concluding paragraph doesn't repeat thesis OR summarize main points	concluding paragraph *repeats* thesis AND/OR summarizes main points	concluding paragraph attempts to paraphrase thesis OR main points AND a closing thought	concluding paragraph effectively paraphrases thesis AND main points AND contains closing thoughts (*e.g. advice, prediction*)
no transitions; organization is consistently unclear	limited use of transitions; organization sometimes unclear	some effective use of transitions to aid comprehension with some errors	some effective use of transitions to aid comprehension with minor errors	effective use of a variety of transition words throughout for coherence and flow with no errors
Vocabulary *level-appropriate, varied, and accurate*				*x 1 = _____*
inaccurate AND repetitive use of basic vocabulary	vocabulary use is limited, repetitive, or vague	some use of academic vocabulary with minor errors	some effective use of a variety of academic vocabulary	effective use of a variety of interesting academic vocabulary
errors in word choice are frequent AND often interfere with meaning	errors in word choice are frequent OR often interfere with meaning	some errors in word choice rarely interfere with meaning (*e.g. collocations, prepositions, phrasal verbs, formality, etc.*)	minor errors in word choice that do not interfere with meaning	word choice is consistently accurate
Writing Conventions *level-expected grammar, sentence structure, and mechanics*				*x 3 = _____*
No evidence of control of basic grammar structures	Uses limited range of structures; frequent errors interfere with meaning	Uses level-expected grammar; occasional errors may interfere with meaning (*"He is go"*)	Uses level-expected grammar; only minor errors that do not interfere with meaning (*"He go"*)	Uses a variety of grammar structures with virtually no errors (*"He goes"*)
No evidence of control of basic sentence structure	Mostly simple sentences OR frequent errors in sentence structure	Mostly simple & compound (*maybe complex sentences*) occasional errors (*e.g. fragments, run-ons, comma splices, word order*)	A variety of simple, compound & complex sentences with minor errors	Good variety of simple, compound & complex sentences with virtually no errors
Many spelling & punctuation errors; frequent errors in capitals & formatting	Frequent spelling & punctuation errors; some errors in capitals & formatting	Few spelling & punctuation errors; virtually no errors in capitals & formatting	Virtually no spelling & punctuation errors; no errors in capitals & formatting	No errors in mechanics