

B.E.S.T. Expository Essay Rubric

Name _____

Score Point	Purpose/Structure	Development	Language
4 Above grade-level	<ul style="list-style-type: none"> Central idea is focused and consistently maintained. Organizational structure strengthens the response and allows for advancement of the central idea. Varied transitional strategies connect ideas within and among paragraphs, enhancing the progression of the response. Effective introduction and conclusion 	<ul style="list-style-type: none"> Skillful development demonstrates thorough understanding of the topic. Effective elaboration may include original student writing combined with (but may not be limited to) paraphrasing, text evidence, examples, definitions, narrative, and/or rhetorical techniques to support the central idea. Smoothly integrated, relevant evidence from multiple sources lends credibility to the essay. Evidence is appropriately cited. 	<ul style="list-style-type: none"> Integration of academic vocabulary strengthens and furthers ideas. Skillful use of varied sentence structure contributes to fluidity of ideas. Use of standard English grammar, punctuation, capitalization, and spelling demonstrates consistent command of the communication of ideas. Tone and/or voice strengthens the overall response.
3 Within the range of grade-level	<ul style="list-style-type: none"> Central idea is focused on the task and generally maintained throughout. Organizational structure is logical and allows for advancement of the central idea. Varied transitional strategies connect ideas within and among paragraphs. Sufficient introduction and conclusion 	<ul style="list-style-type: none"> Logical development demonstrates understanding of the topic. Adequate elaboration may include (but may not be limited to) a combination of original student writing with paraphrasing, text evidence, examples, definitions, narrative, and/or rhetorical techniques to support the central idea. Relevant, integrated evidence from multiple sources lends credibility to the exposition. Evidence is appropriately cited. 	<ul style="list-style-type: none"> Integration of academic vocabulary demonstrates clear expression of ideas. Sentence structure is varied and demonstrates grade-appropriate language facility. Use of grammar, punctuation, capitalization, and spelling demonstrates grade-appropriate command of standard English conventions. Tone and/or voice is appropriate for the overall response.
2 Approaching grade-level	<ul style="list-style-type: none"> Central idea may be unclear, loosely related, or insufficiently sustained Organizational structure may be repetitive or inconsistent, disrupting the advancement of ideas. Transitions attempt to connect ideas but may lack variety. Introduction and conclusion may be present but repetitive, simplistic, or otherwise ineffective 	<ul style="list-style-type: none"> Development may demonstrate partial or incomplete understanding of the topic. Elaboration may attempt to develop the central idea but may rely heavily on the sources, provide loosely related information, be repetitive or otherwise ineffective. Evidence may be partially integrated and/or related to the topic but unsupportive of or disconnected from the exposition. Lacks appropriate citations. 	<ul style="list-style-type: none"> Vocabulary and word choice may be imprecise or basic, demonstrating partial command of expression of ideas. Sentence structure may be partially controlled, somewhat simplistic, or lacking grade-appropriate language facility. Inconsistent use of correct grammar, punctuation, capitalization, and/or spelling may contain multiple distracting errors, demonstrating partial command of standard English conventions. Tone and/or voice may be inconsistent. May be grammatically accurate but too brief to demonstrate grade-appropriate command of language skills.
1 Below grade-level	<ul style="list-style-type: none"> Central idea may be absent, ambiguous, or confusing, demonstrating lack of awareness of task. Demonstrates little or no discernible organizational structure. Transitions may be absent or confusing. Introduction and conclusion may be unrelated to the response and/or create confusion. Too brief to demonstrate knowledge of purpose, structure, or task. 	<ul style="list-style-type: none"> Response may demonstrate lack of understanding of the topic and/or lack of development. Elaboration may consist of confusing ideas or demonstrate lack of knowledge of elaborative techniques. Evidence from sources may be absent, vague, and/or confusing. Lacks appropriate citations. Too brief to demonstrate knowledge of elaboration, topic, or sources. 	<ul style="list-style-type: none"> Vocabulary and word choice may be vague, unclear, or confusing. Sentence structure may be simplistic or confusing. Use of grammar, punctuation, capitalization, and/or spelling may contain a density and variety of severe errors, demonstrating lack of command of standard English conventions, often obscuring meaning. Tone and/or voice may be inappropriate. Brevity with errors demonstrates lack of command of language skills
Grade			