



# Wilby HS English Department



The students, faculty, staff, and administration of Wilby High School will work cooperatively with families, members of the community, and the Board of Education to create a safe, welcoming, and academic environment which embraces, challenges, and nurtures the diverse talents, interests, and learning styles of all its students. All students will leave Wilby High School with the self-respect, respect for others, knowledge, and 21<sup>st</sup> century skills necessary to become independent, intellectually curious, and self-fulfilled members of society.

## Descriptive Essay Rubric

### 6 – **EXEMPLARY** (91-100)

- The descriptive writing is consistently focused and clearly organized in a logical sequence (chronologically or spatially). (*Effective Writer, Self-Directed Learner*)
- The descriptive writing actively and effectively contains all of the following. (*Effective Writer*):
  - Sensory Imagery
  - Vivid Verbs
  - Precise Words
  - Figurative Language
- Sentence structure is correct. Punctuation and capitalization are correct. Work is legible. (*Effective Writer*)
- Student self-regulates his or her writing process, completing all steps of the writing process in a timely fashion. (*Effective Writer, Self-Directed Learner, Effective Problem Solver*):
  - Prewriting
  - Drafting
  - Revising (add, subtract, change)
  - Editing
  - Publishing

### 5 – **COMMENDABLE** (84-90)

### 4 – **GOAL** (77-83)

- The descriptive writing is generally focused and organized in a logical sequence (chronologically or spatially). (*Effective Writer, Self-Directed Learner*)
- The descriptive writing adequately contains three of the following. (*Effective Writer*):
  - Sensory Imagery
  - Vivid Verbs
  - Precise Words
  - Figurative Language
- Sentence structure is generally correct. Some awkward sentences do appear. There are some errors in punctuation and/or capitalization. Work is legible. (*Effective Writer*)
- Student generally self-regulates his or her writing process but may need reminders. Writing process generally occurs within a timely fashion. (*Effective Writer, Self-Directed Learner, Effective Problem Solver*):
  - Prewriting
  - Drafting
  - Revising (add, subtract, change)
  - Editing
  - Publishing

### 3 – **PROFICIENT** (70-76)

### 2 – **SUBSTANDARD** (65-69)

- The descriptive writing is limited in focus and partially organized in a logical sequence (chronologically or spatially). (*Effective Writer, Self-Directed Learner*)
- The descriptive writing attempts one or two of the following. (*Effective Writer*):
  - Sensory Imagery
  - Vivid Verbs

- Precise Words
- Figurative Language
- Work contains structural weaknesses and grammatical errors. There are many errors in punctuation and/or capitalization. Work is so illegible that it detracts from the meaning. (*Effective Writer*)
- Student does not self-regulate his or her writing process and requires monitoring. (*Effective Writer, Self-Directed Learner, Effective Problem Solver*):
  - Prewriting
  - Drafting
  - Revising (add, subtract, change)
  - Editing
  - Publishing

**1 – NOT ACCEPTABLE (0-64)**

- The descriptive writing is not effectively focused and has no logical sequence. (*Effective Writer, Self-Directed Learner*)
- The descriptive writing does not express any of the following. (*Effective Writer*):
  - Sensory Imagery
  - Vivid Verbs
  - Precise Words
  - Figurative Language
- Sentence structure is incorrect. Student does not utilize proper punctuation and/or capitalization. Work is illegible. (*Effective Writer*)
- Student does not regulate his or her writing process. Steps are absent. (*Effective Writer, Self-Directed Learner, Effective Problem Solver*):
  - Prewriting
  - Drafting
  - Revising (add, subtract, change)
  - Editing
  - Publishing