

Buford High School – Essay Grading Rubric

BHS Essay Rubric							
	5	4	3	2	1	Weighted Value	Points Earned
IDEAS <ul style="list-style-type: none"> • Controlling idea • Supporting ideas • Use of details • Awareness of purpose • Sense of completeness 	The essay is fully focused and contains a wealth of ideas and examples. The writer uses rhetorical strategies and addresses counterarguments.	The essay is consistently focused and contains ample ideas and examples. The writer may employ rhetorical strategies or address counterarguments.	The essay is sufficiently focused and contains some ideas and examples. The response is generally appropriate to the persuasive purpose.	The essay is minimally focused. The provided examples are vague or general and the response demonstrates minimal awareness.	The essay shows little or no focus and the ideas are unclear, irrelevant, or repetitive. The response is incomplete or too brief.	X2	
ORGANIZATION <ul style="list-style-type: none"> • Introduction/body/conclusion • Sequence of ideas • Grouping of ideas • Effective transitions • Awareness of purpose 	The organization of ideas supports the writer’s focus. Ideas are grouped in a logical manner. Effective and varied transitions are used.	The organization is appropriate and the sequencing of ideas is logical. Varied transitions are used.	The organization is generally appropriate and the ideas are clearly sequenced, but may be repetitive. Transitions are used	The organization is formulaic or inappropriate. The response may lack a clear introduction or conclusion. Transitions are rare.	The essay shows little evidence of organization or sequencing. Transitions are not used. The response is incomplete or too brief.	X1	
STYLE <ul style="list-style-type: none"> • Sentence variety • Word choice • Audience awareness • Personal voice 	The writer utilizes carefully crafted phrases to create a sustained tone and an authoritative voice. Word choice reflects an advanced vocabulary.	The language and tone of the essay enhance the persuasive purpose. Word choice is appropriate. Sentences are varied.	The language and tone are appropriate. Word choice is adequate, but may be simple or ordinary. Some sentence variety is evident.	The language and tone are uneven. Word choice is simple, ordinary, or repetitive. There is minimal variation in sentence length and structure.	The language and tone are inappropriate. Word choice is incorrect or confusing. The response is incomplete or too brief.	X1	
CONVENTIONS <ul style="list-style-type: none"> • Sentence formation • Subject-verb agreement • Standard word forms • Punctuation, spelling, and capitalization 	The writer demonstrates full command of the conventions of written English language. No errors are evident.	The writer demonstrates knowledge of the conventions of written English. Errors are minor and do not interfere with meaning.	The writer demonstrates sufficient control of the conventions of written English. Errors may interfere with meaning, but are not distracting.	The writer demonstrates minimal control of the conventions of written English. Errors are frequent and interfere with meaning.	The writer lacks understanding of the conventions of written English. Errors are pervasive. The response is incomplete or too brief.	X1	

TOTAL POINTS = _____

- 21 - 25 = A**
- 16 - 20 = B**
- 11 - 15 = C**
- 10 - 0 = F**