NAME \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ PERIOD \_\_\_\_\_\_\_\_\_\_ DATE \_\_\_\_\_\_\_

Embedded Assessment 2: Writing a Definition/Expository Essay

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| **Scoring Criteria** | **Exemplary: 10** | **Proficient:8** | **Emerging:6.5** | **Incomplete: 5** |
| **Ideas** | The essay:-uses all three strategies of definition effectively to define a hero.-maintains a precise and original thesis.-integrates relevant supporting details and evidence (quotes and paraphrases) with citations and commentary. | The essay: - uses 2 strategies of definition (function, example, negation) to define a hero.-maintains a clear thesis.-includes adequate supporting details and evidence (quotes and paraphrase with citations and commentary. | The essay:-uses insufficient strategies of definition to define a hero.-has an unclear or unfocused thesis.-include inadequate supporting details or evidence; may have inconsistent citations and/or weak commentary. | The essay:-does not define a hero using strategies of definition. -has no discernible thesis.-lacks supporting detail, citations, and/or commentary. |
| **Structure** | The essay:-introduces the main idea with engaging hook, bridge, and thesis.-organizes ideas into focused support paragraphs that progress smoothly.-creates coherence with the purposeful use of a variety of transitions and topic sentences.-provides an insightful conclusion. | The essay:-introduces the topic with a hook, bridge, and thesis. -organizes ideas into support paragraphs that progress logically.-creates coherence with the use of transitions and topic sentences.-provides a conclusion that follows from the ideas presented. | The essay:-includes an ineffective or partial introduction.-has unrelated, undeveloped, or insufficient support paragraphs.-uses transitions and topic sentences ineffectively or inconsistently.-provides a weak, illogical, or repetitive conclusion. | The essay: -lacks an introduction.-has minimal, absent, or flawed support paragraphs.-uses few or no transitions and topic sentences.-lacks a conclusion. |
| **Use of Language** | The essay:-uses consistent diction and style appropriate for an academic audience.-demonstrates command of the conventions of standard English capitalization, punctuation, spelling, grammar, and usage (including complex sentences). | The essay:-uses diction and style that is generally appropriate for an academic audience.-demonstrates adequate command of the conventions of standard English punctuation, capitalization, spelling, grammar, and usage (including complex sentences). | The essay:-uses diction or a style that is basic or inappropriate to an academic audience.-demonstrates partial or inconsistent command of the conventions of standard English capitalization, punctuation, spelling, grammar, and usage. | The essay:-uses flawed diction.-lacks command of the conventions of standard English capitalization, punctuation, spelling, grammar, and usage; frequent errors that obscure the meaning. |

Total Score:

 42