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

Embedded Assessment 2: Writing a Definition/Expository Essay

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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