**Rubric**

**Descriptive Essay**

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| **CRITERIA** | **4 points** | **3 points** | **2 points** | **1 point** |
| **Developing a Topic** | The student uses relevant well-chosen facts, definitions, concrete details, quotations, or other information and examples to develop a topic. | The student uses some facts, definitions, quotations, or other information to develop a topic. | The student uses very few facts, definitions, quotations, or other information to develop a topic. | The student does not formally introduce the topic. |
| **Using Transitions** | The student uses varied and appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. | The student mostly uses appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. | The student seldom uses appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. | The essay does not include varied transitions. |
| **Using Appropriate Language** | The student uses appropriate vocabulary, including sensory words, to explain the topic throughout the essay. | The student mostly uses appropriate vocabulary and some sensory words to explain the topic throughout the essay. | The student sometimes uses vocabulary incorrectly or out of context. | The student makes no attempt to use vocabulary that enhances the content of the essay. |
| **Making a Conclusion** | The student provides a clearly stated conclusion. The statement acknowledges and supports the information/description presented. | The student provides a concluding statement that generally supports the information or description presented. | The student provides a vague concluding statement that does not specifically support the information or description presented. | The student does not have a concluding statement. |