

Grade: 9th Genre: "This I Believe" Essay		Advanced/Exceeds/4	Proficient/Meets/3	Partially Proficient/ Approaching/2	Unsatisfactory/ Does Not Meet/1
<b>Ideas and Organization</b>	<b>Orientation/ Opening</b>	The opening contains a clear, expertly used technique to engage (hook) the reader and establishes the problem, situation, or observation to create a foundation for the theme(s).	The opening uses a technique to engage (hook) the reader and establishes the problem, situation, or observation. The overall intended message is communicated.	The hook, if present, does not establish the problem, situation, or observation. The overall intended message is ambiguous.	The opening does not include a hook to engage the reader. The opening does not establish a problem, situation, or observation. A message is not communicated.
	<b>Development of Ideas</b>	The belief is clearly derived from specific and personal experiences and/or events that amplify the theme(s). The character's perspective extends the theme(s). The belief is developed and illustrated through reflection and connections with historical and/or cultural knowledge.	The belief is derived from personal experiences and/or events that support the overall intended message. The character's perspective supports the theme(s). The belief is developed and illustrated through reflection.	The belief is not derived from personal experiences and/or events. Second-hand or overly general details are used. The character's perspective is ambiguous. The belief is not developed and illustrated through reflection	The belief is not stated or if stated, it is not supported through personal experiences and/or events. The primary experience and/or event used to support the belief are incoherently communicated.
	<b>Development of Internal Structure</b>	Seamless transitions establish a smooth progression/sequence of experiences and/or events; each element of the essay is cohesive. Relationships between the anecdote(s) and the belief are articulated explicitly. Explicit and implicit details support the reader's ability to infer. The writing uses a first person point of view to enhance the theme(s).	Appropriate and varied transitions establish a smooth progression/sequence of experiences and/or events creating a sense of cohesion. Relationships between the anecdote and the belief are articulated explicitly. The writing uses a first person point of view to support the overall message.	Overt transitions are used. The progression/sequence of experiences and/or events is halting to the cohesion of the essay. Relationships between the anecdote and the belief are unclear. Point of view(s) interferes with the overall message.	Transitions are nonexistent or are inaccurately used. The experiences and/or events do not progress to create cohesion. Relationships between the anecdote and the belief are nonexistent. Point of view(s) interferes with the overall message.
	<b>Closure</b>	Conclusion establishes a vision for the future application of the belief and/or the possible ramifications of the belief	Conclusion supports the theme(s) and provides a final connection to a universal truth for society at large.	Conclusion is partial, does not meaningfully connect to core belief, or merely repeats an initial idea.	Conclusion is either absent, partial, or entirely vague.
<b>Craft and Style</b>	<b>Word Choice and Tone</b>	Word choice and tone enliven the belief and enhance the imagery of the theme(s) by balancing the use of colloquial and sophisticated modifiers, poetic devices, and figurative language.	Word choice and tone may be conversational and simple. Modifiers, poetic devices, and/or figurative language are used to enhance ideas.	Word choice and tone is simple and does not relate specifically to the message. Modifiers, poetic devices, and/or figurative language are misused.	Word choice and tone do not support the message. Modifiers, poetic devices, and/or figurative language are misused and impede the reader's understanding.
	<b>Sentence Fluency/ Syntax</b>	Sentence structures are varied and reflect the style of the genre. Phrases and clauses are used to vary sentence rhythm, to show relationships, and/or to direct the reader's attention.	Sentence structures are varied and reflect the style of the genre.	Sentences structures are constructed properly, but do not vary. Writing attempts to reflect the style of the genre.	Sentence structures are not varied or are incorrectly constructed and affect understanding. Writing does not reflect the style of the genre.
<b>Conventions</b>	<b>Conventions</b>	Errors, if present, are minimal. Little or no editing needed. Capitalization, punctuation, and spelling are used for stylistic effect.	Errors are present but do not distract the audience. Some editing is needed. The standard conventions of capitalization, punctuation, and spelling are accurately used.	Errors are present and distract the audience. Editing needed. The standard conventions of capitalization, punctuation, and spelling are misused.	Errors are present and distract the audience. Considerable editing is needed. The standard conventions of capitalization, punctuation, and spelling are not used.
<b>Presentation</b>	<b>Oral Delivery/ Presentation</b>	Oral delivery contributes to and refines the message/argument; use of voice effectively engages audience; reading is expert, fluent, smooth; pace is intentional & thoughtful; well-practiced.	Oral delivery successfully communicates the writing & message. Reading is well paced; practiced.	Student reads essay but stumbles, mumbles, distracting changes in pace, lack of fluency, etc. message impeded.	Student did not present essay orally—0 POINTS EARNED.

RUBRIC: \_\_\_/10 20-BELIEF BRAINSTORM: \_\_\_/50 3 INDIVIDUAL BELIEF BRAINSTORMS: \_\_\_/50 CATEGORIZATION: \_\_\_/75

WRITING PLAN: \_\_\_/50 REVISION & EDITING CHECKLISTS \_\_\_/15 FINAL DRAFT FORMAT: \_\_\_/20 FINAL DRAFT CONTENT: \_\_\_/80

ORAL DELIVERY: \_\_\_/25 TOTAL EARNED: \_\_\_\_\_/400