

Complete Guide to Creating Analytical Rubrics for Essay Writing (K-12)

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Theoretical Foundations for Essay Assessment

Why Analytical Rubrics Excel for Essay Evaluation

Essay writing is a complex, multi-faceted skill that involves:

- **Cognitive processes** (planning, organizing, synthesizing)
- **Content knowledge** (understanding of topic and audience)
- **Technical skills** (grammar, mechanics, vocabulary)
- **Creative expression** (voice, style, engagement)
- **Critical thinking** (analysis, evaluation, argumentation)

Analytical rubrics allow teachers to assess each dimension separately, providing targeted feedback that helps students improve specific aspects of their writing while maintaining focus on the overall composition.

Key Benefits for Essay Assessment

1. **Process and Product Assessment:** Evaluate both the writing process and final product
2. **Targeted Feedback:** Identify specific strengths and areas for improvement
3. **Student Self-Regulation:** Students can monitor their own writing development

4. **Differentiated Instruction:** Address individual writing needs
5. **Portfolio Assessment:** Track growth over multiple pieces
6. **Peer Review:** Facilitate meaningful peer feedback
7. **Transparency:** Clear expectations for students and parents

Essential Principles for Essay Rubrics

Focus on Ideas First: Content and thinking should be weighted more heavily than mechanics **Balance**
Process and Product: Assess both the journey and destination of writing **Emphasize Coherence:** Logical flow and connection of ideas is crucial **Consider Audience and Purpose:** Writing effectiveness depends on context **Value Revision:** Growth through multiple drafts should be recognized

Core Essay Writing Criteria

Primary Criteria for Most Essays

1. Ideas and Content Development

What it measures: Quality, depth, and demonstration of ideas

- Clarity of main idea or thesis
- Development and elaboration of key points
- Originality and insight
- Understanding of topic
- Use of examples and details

2. Organization and Coherence

What it measures: Logical structure and flow of ideas

- Introduction effectiveness
- Logical sequence of ideas
- Transitions between paragraphs and sections
- Conclusion strength
- Overall structural coherence

3. Voice and Style

What it measures: Writer's personality and engagement

- Appropriate tone for audience and purpose
- Engaging and authentic voice
- Variety in sentence structure
- Word choice and vocabulary
- Reader engagement

4. Conventions and Mechanics

What it measures: Technical accuracy

- Grammar and usage
- Spelling accuracy
- Punctuation and capitalization
- Sentence structure
- Formatting and presentation

Secondary Criteria (Select Based on Assignment Goals)

5. Research and Evidence

When to use: Research papers, argumentative essays

- Quality and credibility of sources
- Integration of evidence
- Citation accuracy
- Balance of source material and original thinking

6. Argumentation and Persuasion

When to use: Persuasive and argumentative essays

- Strength of argument
- Acknowledgment of counterarguments
- Logical reasoning
- Persuasive techniques

7. Creativity and Innovation

When to use: Creative writing, personal narratives

- Originality of approach
- Creative use of language
- Unique perspective or insight
- Risk-taking in writing

8. Writing Process

When to use: Portfolio assessment, process-focused evaluation

- Evidence of planning
 - Quality of revisions
 - Response to feedback
 - Reflection on writing choices
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Writing Process Integration

Assessing the Complete Writing Journey

Phase 1: Prewriting and Planning

Assessable Elements:

- Brainstorming quality and quantity
- Organization of initial ideas
- Understanding of assignment requirements
- Research planning (for research-based essays)
- Audience and purpose awareness

Sample Rubric Criteria:

- **Planning and Prewriting:** Evidence of thoughtful preparation
- **Topic Focus:** Clear understanding of assignment and topic selection
- **Audience Awareness:** Consideration of intended readers

Phase 2: Drafting

Assessable Elements:

- First draft completeness

- Evidence of planning implementation
- Risk-taking in initial writing
- Focus on getting ideas down

Sample Rubric Criteria:

- **Draft Development:** Thoroughness of initial draft
- **Idea Generation:** Quantity and quality of initial ideas
- **Structure Attempt:** Beginning organizational framework

Phase 3: Revision

Assessable Elements:

- Substantive changes to content and organization
- Response to teacher and peer feedback
- Self-assessment and reflection
- Multiple draft evidence

Sample Rubric Criteria:

- **Content Revision:** Meaningful changes to ideas and development
- **Structural Revision:** Improvements to organization and flow
- **Feedback Integration:** Effective use of suggestions from others

Phase 4: Editing and Publishing

Assessable Elements:

- Attention to conventions and mechanics
- Proofreading effectiveness
- Final presentation quality
- Reflection on final product

Sample Rubric Criteria:

- **Editing Quality:** Attention to grammar, spelling, and mechanics
 - **Presentation:** Professional appearance and formatting
 - **Final Reflection:** Thoughtful analysis of writing choices and growth
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Step-by-Step Rubric Creation for Essays

Step 1: Define Writing Objectives

Identify what students should demonstrate through their writing:

Content Objectives:

- Demonstrate understanding of [topic/concept]
- Develop and support a clear thesis
- Use evidence effectively
- Show critical thinking skills

Process Objectives:

- Engage in effective prewriting strategies
- Revise based on feedback
- Edit for clarity and correctness
- Reflect on writing choices

Skill Objectives:

- Write coherent paragraphs
- Use transitions effectively
- Vary sentence structure
- Apply grade-appropriate conventions

Step 2: Select Assessment Criteria

Choose 4-6 criteria that align with your objectives:

For Beginning Writers (K-2):

- Ideas and Details
- Organization
- Voice
- Conventions

For Developing Writers (3-5):

- Ideas and Content

- Organization
- Voice and Style
- Sentence Fluency
- Conventions

For Proficient Writers (6-8):

- Thesis and Idea Development
- Organization and Coherence
- Evidence and Support
- Voice and Style
- Conventions

For Advanced Writers (9-12):

- Argument and Analysis
- Organization and Coherence
- Evidence and Research
- Style and Voice
- Conventions and Presentation
- Writing Process (optional)

Step 3: Determine Performance Levels

For Essays, 4-level scales work best:

- **4 - Advanced:** Exceeds grade-level expectations
- **3 - Proficient:** Meets grade-level expectations
- **2 - Developing:** Approaching grade-level expectations
- **1 - Beginning:** Below grade-level expectations

Step 4: Write Performance Descriptors

Guidelines for Essay Descriptors:

- Focus on observable evidence in the writing
- Use specific examples when possible
- Avoid subjective judgments

- Consider both quality and quantity of evidence
- Align with grade-level standards

Descriptor Framework:

- **Level 4:** Demonstrates sophisticated understanding with excellent execution
- **Level 3:** Shows solid understanding with good execution
- **Level 2:** Shows basic understanding with adequate execution
- **Level 1:** Shows limited understanding with minimal execution

Step 5: Weight Criteria Appropriately

Typical Weighting for Essays:

- Ideas/Content: 30-40% (highest weight)
- Organization: 20-25%
- Style/Voice: 15-20%
- Conventions: 15-20% (lower weight, especially for drafts)

Step 6: Create Student-Friendly Versions

Student Version Adaptations:

- Simplify academic language
- Add "What this looks like" examples
- Include self-assessment questions
- Provide revision checklists

Grade-Level Progression Examples

Elementary K-2: Beginning Writing Assessment

Criteria	3 - Wow!	2 - Good!	1 - Keep Trying!
My Ideas	I write about one topic with lots of details that make sense	I write about one topic with some details	I need to stay on my topic and add more details
How I Organize	My writing has a beginning, middle, and end that make sense	My writing has a beginning, middle, and end	I need to put my ideas in order
My Words	I use interesting words and you can hear my voice	I use some good words and show my personality	I need to use more interesting words

Criteria	3 - Wow!	2 - Good!	1 - Keep Trying!
My Writing Looks Right	Most of my letters, spaces, and spelling are correct	Some of my letters, spaces, and spelling are correct	I need help with letters, spaces, and spelling

Elementary 3-5: Paragraph and Essay Development

Criteria	4 - Advanced	3 - Proficient	2 - Developing	1 - Beginning
Ideas and Content	Clear main idea with rich, relevant details that show deep understanding	Clear main idea with good supporting details that show understanding	Main idea present with some supporting details	Main idea unclear or missing; few supporting details
Organization	Strong introduction, logical order with smooth transitions, satisfying conclusion	Clear introduction, logical order with adequate transitions, solid conclusion	Basic introduction, mostly logical order, simple conclusion	Weak or missing introduction/conclusion, unclear organization
Voice and Style	Engaging, natural voice appropriate for audience; varied sentence beginnings	Clear voice appropriate for purpose; some sentence variety	Emerging voice; limited sentence variety	Little evidence of personal voice; repetitive sentences
Word Choice	Precise, vivid vocabulary that enhances meaning	Good vocabulary choices that support meaning	Adequate vocabulary with some precise words	Limited vocabulary; basic word choices
Conventions	Strong control of grade-level grammar, spelling, and punctuation	Good control with minor errors that don't interfere with meaning	Fair control with some errors that may interfere with meaning	Limited control; errors interfere with meaning

Middle School 6-8: Multi-Paragraph Essay Assessment

Criteria	4 - Advanced	3 - Proficient	2 - Developing	1 - Beginning
Thesis and Idea Development	Sophisticated, insightful thesis with thorough development and analysis of complex ideas	Clear, focused thesis with good development and explanation of ideas	Basic thesis with adequate development of simple ideas	Unclear or missing thesis; minimal idea development
Organization and Coherence	Masterful structure with seamless transitions and	Solid structure with effective transitions	Basic structure with adequate transitions	Weak structure with unclear transitions

Criteria	4 - Advanced logical progression that enhances meaning	3 - Proficient and clear logical progression	2 - Developing and generally logical progression	1 - Beginning and confusing progression
Evidence and Support	Compelling, relevant evidence with sophisticated analysis and synthesis	Strong, relevant evidence with good analysis and connection to thesis	Adequate evidence with basic analysis and connection	Limited or irrelevant evidence with little analysis
Style and Voice	Engaging, sophisticated style with varied syntax and precise diction	Clear, appropriate style with good sentence variety and word choice	Adequate style with some variety in sentences and appropriate word choice	Basic style with limited sentence variety and simple word choice
Conventions and Presentation	Excellent control of complex grammar, mechanics, and formatting	Good control with minor errors; proper formatting	Fair control with some errors that may distract; basic formatting	Poor control with frequent errors that interfere with meaning

High School 9-12: Advanced Essay Assessment

Criteria	4 - Exemplary	3 - Proficient	2 - Developing	1 - Inadequate
Argument and Analysis	Sophisticated, nuanced argument with insightful analysis, counterarguments addressed	Clear, logical argument with solid analysis and some consideration of opposing views	Basic argument with adequate analysis and limited consideration of other perspectives	Weak or unclear argument with superficial analysis
Organization and Coherence	Masterful structure with sophisticated transitions and complex organizational patterns	Effective structure with clear transitions and logical organizational pattern	Adequate structure with functional transitions and basic organizational pattern	Poor structure with unclear transitions and confusing organization
Evidence and Research	Compelling integration of diverse, credible sources with sophisticated synthesis and analysis	Effective use of credible sources with good integration and analysis	Adequate use of appropriate sources with basic integration	Poor source selection or integration with minimal analysis
Style and Voice	Distinctive, engaging voice with sophisticated syntax,	Clear, appropriate voice with varied	Adequate voice with some sentence variety	Weak voice with limited sentence variety and

Criteria	4 - Exemplary precise diction, and rhetorical awareness	3 - Proficient syntax and effective word choice	2 - Developing and appropriate word choice	1 - Inadequate imprecise word choice
Conventions and Presentation	Flawless grammar, mechanics, and MLA/APA formatting; polished presentation	Strong control with minimal errors; proper academic formatting	Good control with minor errors; mostly correct formatting	Weak control with frequent errors; poor formatting
Depth and Complexity	Demonstrates sophisticated thinking with complex ideas, multiple perspectives, and original insights	Shows solid critical thinking with clear ideas and some original thought	Shows basic critical thinking with straightforward ideas	Shows minimal critical thinking with simplistic ideas

Essay Type Specifications

Narrative Essays

Focus: Personal experience, storytelling, creative expression

Key Criteria:

- **Story Development:** Plot, character, setting, conflict
- **Narrative Techniques:** Dialogue, pacing, point of view, descriptive language
- **Personal Voice:** Authentic, engaging personal perspective
- **Organization:** Chronological or creative structure that serves the story
- **Conventions:** Appropriate to narrative form

Sample 4th Grade Narrative Rubric:

Criteria	4 - Excellent	3 - Good	2 - Satisfactory	1 - Needs Work
Story Elements	Engaging story with well-developed characters, clear setting, and interesting problem/solution	Good story with characters, setting, and problem/solution	Basic story with some characters, setting, and simple problem	Story missing important elements or hard to follow
Details and Description	Rich, specific details that help readers picture the story and feel emotions	Good details that help readers understand the story	Some details that add to the story	Few details; story needs more description
Organization	Events in perfect order with smooth connections between ideas	Events in good order with clear connections	Events mostly in order with some connections	Events confusing or out of order
Voice and Style	Strong personal voice that draws readers in; varied sentences	Clear personal voice that engages readers; some sentence variety	Some personal voice evident; basic sentence structure	Little personal voice; repetitive sentences

Expository Essays

Focus: Explaining, informing, teaching about a topic

Key Criteria:

- **Information Quality:** Accuracy, relevance, depth of explanation
- **Clarity of Explanation:** Clear, understandable presentation of information
- **Text Features:** Headings, examples, definitions, graphics (when appropriate)
- **Organization:** Logical structure that supports understanding
- **Audience Awareness:** Appropriate level and style for intended readers

Sample 7th Grade Expository Rubric:

Criteria	4 - Advanced	3 - Proficient	2 - Developing	1 - Beginning
Information and Explanation	Comprehensive, accurate information with sophisticated explanations and insights	Clear, accurate information with good explanations and some insights	Basic, mostly accurate information with adequate explanations	Limited or inaccurate information with unclear explanations
Organization and Structure	Logical, sophisticated organization with effective headings, transitions, and text features	Clear, logical organization with good use of transitions and some text features	Basic organization with adequate transitions and simple structure	Unclear organization with poor transitions and confusing structure
Clarity and Audience Awareness	Consistently clear explanations perfectly matched to audience needs and interests	Generally clear explanations well-suited to audience	Adequately clear explanations with some attention to audience	Unclear explanations with little consideration of audience
Examples and Evidence	Compelling, relevant examples and evidence that strongly support explanations	Good examples and evidence that support explanations	Adequate examples with basic support for explanations	Few or weak examples that don't clearly support explanations

Persuasive/Argumentative Essays

Focus: Convincing readers, presenting arguments, taking positions

Key Criteria:

- **Argument Strength:** Clarity of position, logical reasoning, persuasive appeal
- **Evidence and Support:** Quality of evidence, source credibility, integration
- **Counterarguments:** Acknowledgment and response to opposing views
- **Persuasive Techniques:** Rhetorical devices, emotional appeals, logical structure
- **Call to Action:** Clear next steps for readers

Sample 10th Grade Argumentative Rubric:

Criteria	4 - Exemplary	3 - Proficient	2 - Developing	1 - Inadequate
Argument and Position	Sophisticated, nuanced argument with compelling thesis and complex reasoning	Clear, logical argument with strong thesis and solid reasoning	Basic argument with adequate thesis and simple reasoning	Weak or unclear argument with poor reasoning
Evidence and Sources	Compelling evidence from diverse, highly credible sources with sophisticated analysis	Strong evidence from credible sources with good analysis	Adequate evidence from appropriate sources with basic analysis	Weak evidence from questionable sources with minimal analysis
Counterarguments and Rebuttals	Thoughtful acknowledgment of multiple opposing views with sophisticated rebuttals	Good acknowledgment of opposing views with effective rebuttals	Basic acknowledgment of opposing views with simple rebuttals	Little or no acknowledgment of opposing views
Persuasive Techniques	Masterful use of rhetorical devices, logical appeals, and emotional connections	Effective use of rhetorical techniques and logical appeals	Adequate use of basic persuasive techniques	Limited or ineffective use of persuasive techniques
Organization and Flow	Sophisticated structure that builds argument powerfully with seamless transitions	Clear structure that supports argument with effective transitions	Basic structure with adequate support and simple transitions	Poor structure that weakens argument with unclear transitions

Analytical Essays

Focus: Critical thinking, interpretation, analysis of texts or concepts

Key Criteria:

- **Analysis Depth:** Level of insight, critical thinking, interpretation
- **Textual Evidence:** Use of quotes, examples, and references to support analysis
- **Thesis and Focus:** Clear analytical claim or interpretation
- **Literary/Academic Concepts:** Understanding and application of relevant concepts
- **Synthesis:** Connection of ideas and evidence to support analysis

Sample 11th Grade Literary Analysis Rubric:

Criteria	4 - Exemplary	3 - Proficient	2 - Developing	1 - Inadequate
Analytical Thesis	Sophisticated, insightful thesis that offers original interpretation with nuanced understanding	Clear, focused thesis that offers solid interpretation with good understanding	Basic thesis that offers simple interpretation with adequate understanding	Weak or unclear thesis with superficial understanding
Textual Evidence and Integration	Compelling, well-chosen quotes seamlessly integrated with sophisticated analysis	Effective quotes well-integrated with solid analysis	Adequate quotes with basic integration and analysis	Poor quote selection with minimal integration or analysis
Literary Analysis and Insight	Demonstrates sophisticated understanding of literary elements with original insights	Shows solid understanding of literary elements with good insights	Shows basic understanding of literary elements with simple insights	Shows limited understanding with minimal insights
Development and Support	Thorough development of ideas with multiple layers of analysis and strong support	Good development with clear analysis and adequate support	Basic development with simple analysis and some support	Poor development with weak analysis and insufficient support

Implementation Strategies

Using Rubrics Throughout the Writing Process

Pre-Writing Phase

Rubric Applications:

- Share rubric with assignment to clarify expectations
- Use rubric criteria to guide topic selection and planning
- Create planning templates based on rubric criteria
- Conduct self-assessment of writing goals

Student Activities:

- Analyze exemplar essays using the rubric
- Set personal writing goals for each criterion

- Plan essay structure based on organization criteria
- Identify potential evidence sources for research-based essays

Drafting Phase

Rubric Applications:

- Reference rubric during writing to maintain focus
- Use criteria as checklist for draft completeness
- Focus on content over conventions during first draft
- Apply rubric to monitor progress on each criterion

Student Activities:

- Self-assess first draft using simplified rubric
- Identify strongest and weakest criteria areas
- Set priorities for revision based on rubric scores
- Share rubric assessment with writing partners

Revision Phase

Rubric Applications:

- Guide revision priorities based on rubric criteria
- Focus revision sessions on specific criteria
- Use rubric for peer review and feedback
- Track improvement across multiple drafts

Teacher Strategies:

- Provide mini-lessons targeting low-scoring criteria
- Conference with students using rubric as framework
- Model revision strategies for each criterion
- Facilitate peer review sessions with rubric protocols

Editing and Publishing Phase

Rubric Applications:

- Focus on conventions criteria during editing

- Use rubric for final self-assessment
- Apply rubric for teacher evaluation
- Reflect on growth using rubric data

Peer Review and Self-Assessment Protocols

Peer Review Process with Rubrics

Step 1: Training Phase

- Teach students how to use rubric constructively
- Model effective peer feedback using rubric criteria
- Practice with sample essays before reviewing peer work
- Establish guidelines for respectful, helpful feedback

Step 2: Structured Peer Review

- Pairs/small groups use rubric to assess peer essays
- Focus on one criterion at a time for thorough review
- Provide specific evidence for scores given
- Offer concrete suggestions for improvement

Step 3: Feedback Integration

- Writers receive peer assessments and suggestions
- Writers compare peer feedback with self-assessment
- Writers create revision plans based on rubric feedback
- Writers set goals for next draft

Peer Review Protocol Template:

Criterion	Score	Evidence (What I noticed)	Suggestions for Improvement
Ideas and Content	___/4		
Organization	___/4		
Voice and Style	___/4		
Evidence/Support	___/4		
Conventions	___/4		

Peer Feedback Sentence Stems:

- "Your strongest area is... because..."
- "To improve your [criterion], you could..."
- "I was confused when..."
- "The evidence that supports this score is..."
- "One specific suggestion is..."

Self-Assessment Strategies

Pre-Writing Self-Assessment:

- "Based on this rubric, what will be challenging for me?"
- "What are my goals for each criterion?"
- "Which criterion do I feel most/least confident about?"

Draft Self-Assessment:

- Rate each criterion and provide evidence
- Identify areas needing the most improvement
- Set specific revision goals
- Plan next steps for each criterion

Final Self-Assessment:

- Compare final essay to original goals
- Identify areas of growth
- Reflect on effective strategies used
- Set goals for future writing

Teacher Conferencing with Rubrics

Individual Conference Structure

Pre-Conference Preparation:

- Student completes self-assessment using rubric
- Teacher reviews draft with rubric in mind
- Identify 1-2 criteria to focus conference discussion

Conference Process (5-10 minutes):

1. **Student Self-Assessment Share** (2 minutes)

- "Tell me how you think you're doing on [criterion]"
- "What evidence supports your assessment?"

2. **Teacher Feedback** (3-5 minutes)

- Affirm accurate self-assessment
- Provide specific feedback on target criteria
- Model specific improvement strategies

3. **Goal Setting** (2 minutes)

- Set specific, achievable goals for revision
- Identify concrete next steps
- Schedule follow-up if needed

Conference Documentation:

- Record student self-assessment scores
- Note areas of focus and goals set
- Track progress over multiple conferences

Small Group Conferences

Criteria-Based Groups:

- Group students with similar rubric needs
- Focus mini-lesson on specific criterion
- Practice strategies together
- Share successes and challenges

Writing Process Groups:

- Form groups based on writing stage
- Use appropriate rubric focus for each stage
- Facilitate peer support and feedback
- Monitor progress using rubric data

Portfolio Assessment with Rubrics

Portfolio Organization

Process Portfolio:

- Include all drafts with rubric assessments
- Document revision decisions and improvements
- Track growth across multiple criteria
- Include reflection letters analyzing progress

Product Portfolio:

- Feature final drafts with rubric scores
- Include variety of essay types
- Show best work in each criterion area
- Demonstrate range and growth over time

Portfolio Rubric Integration

Growth Documentation:

- Chart rubric scores across multiple essays
- Identify patterns of strength and growth
- Set long-term writing goals
- Celebrate improvements in specific criteria

Reflection Protocols:

- Compare early and later work using rubric criteria
- Analyze most significant areas of growth
- Identify effective revision strategies
- Set goals for continued improvement

Templates and Resources

Basic Essay Rubric Template (4 Criteria)

Criteria	Weight	4 - Advanced	3 - Proficient	2 - Developing	1 - Beginning	Score	Comments
Ideas and Content	x2					___/8	

Criteria	Weight	4 - Advanced	3 - Proficient	2 - Developing	1 - Beginning	Score	Comments
Organization	x1					___/4	
Style and Voice	x1					___/4	
Conventions	x1					___/4	
					Total:	___/20	

Comprehensive Essay Rubric Template (6 Criteria)

Criteria	Weight	4 - Exemplary	3 - Proficient	2 - Developing	1 - Beginning	Score	Specific Feedback
Thesis and Ideas	x3					___/12	
Organization and Coherence	x2					___/8	
Evidence and Support	x2					___/8	
Style and Voice	x1					___/4	
Conventions	x1					___/4	
Process	x1					___/4	
					Total:	___/40	

Process-Focused Rubric Template

Writing Phase	Criteria	4 - Excellent	3 - Good	2 - Satisfactory	1 - Needs Improvement	Score
Prewriting	Planning and Brainstorming					___/4
Drafting	Initial Idea Development					___/4
Revising	Content and Structure Changes					___/4
Editing	Grammar and Mechanics					___/4
Publishing	Final Presentation					___/4
				Total:		___/20

Student Self-Assessment Templates

Quick Check Self-Assessment

Before I submit my essay, I can honestly say:

Criterion	Yes	Sort of	No	My Evidence
My main idea is clear and interesting	☐	☐	☐	
My essay is well-organized with good transitions	☐	☐	☐	
I used strong evidence and examples	☐	☐	☐	
My writing voice is engaging and appropriate	☐	☐	☐	
I edited carefully for grammar and spelling	☐	☐	☐	

Detailed Self-Assessment

Ideas and Content (Rate 1-4): ____

- What is my main idea or thesis?
- What evidence supports this score?
- What could I do to improve this area?

Organization (Rate 1-4): ____

- How did I organize my ideas?
- What evidence supports this score?
- What could I do to improve this area?

Voice and Style (Rate 1-4): ____

- How would I describe my writing voice?
- What evidence supports this score?
- What could I do to improve this area?

Conventions (Rate 1-4): ____

- How carefully did I edit?
- What evidence supports this score?
- What could I do to improve this area?

Revision Checklists Aligned with Rubrics

Content Revision Checklist

Ideas and Content:

- ☐ Is my main idea/thesis clear and interesting?
- ☐ Do I have enough supporting details and examples?
- ☐ Are all my ideas related to my main topic?
- ☐ Have I explained my ideas thoroughly?
- ☐ Will my audience understand and care about my ideas?

Evidence and Support:

- ☐ Do I have strong evidence for each main point?
- ☐ Are my sources credible and appropriate?
- ☐ Have I integrated quotes and examples smoothly?
- ☐ Do I explain how my evidence supports my argument?

Structure Revision Checklist

Organization:

- ☐ Does my introduction grab attention and introduce my topic?
- ☐ Are my paragraphs in logical order?
- ☐ Does each paragraph focus on one main idea?
- ☐ Do I use transitions to connect my ideas?
- ☐ Does my conclusion bring closure and leave an impression?

Style Revision Checklist

Voice and Style:

- ☐ Is my tone appropriate for my audience and purpose?
- ☐ Do I sound like myself (authentic voice)?
- ☐ Have I varied my sentence beginnings and lengths?
- ☐ Are my word choices precise and interesting?
- ☐ Will my writing engage and interest readers?

Editing Checklist

Conventions:

- ☐ Are all sentences complete?
- ☐ Do subjects and verbs agree?

- ☐ Are verb tenses consistent?
- ☐ Is punctuation correct?
- ☐ Are all words spelled correctly?
- ☐ Is formatting appropriate?

Criteria Bank for Essay Writing

Ideas and Content Descriptors

Level 4 (Advanced):

- Demonstrates sophisticated understanding with original insights
- Develops ideas thoroughly with compelling details and examples
- Shows depth of knowledge and complex thinking
- Presents unique perspective or creative approach
- All ideas directly support central thesis or theme

Level 3 (Proficient):

- Shows solid understanding with clear explanations
- Develops ideas adequately with relevant details and examples
- Demonstrates good knowledge of topic
- Maintains focus on central thesis or theme
- Most ideas support main argument effectively

Level 2 (Developing):

- Shows basic understanding with simple explanations
- Develops some ideas with adequate details
- Demonstrates limited knowledge of topic
- Generally maintains focus with some drift
- Some ideas support main point

Level 1 (Beginning):

- Shows minimal understanding with unclear explanations
- Limited development with few supporting details
- Demonstrates little knowledge of topic

- Frequently loses focus or lacks clear direction
- Ideas rarely support central point

Organization and Coherence Descriptors

Level 4 (Advanced):

- Sophisticated structure enhances meaning and impact
- Seamless transitions create smooth flow between ideas
- Creative or complex organizational pattern
- Introduction and conclusion are engaging and memorable
- Each paragraph contributes meaningfully to whole

Level 3 (Proficient):

- Clear, logical structure supports understanding
- Effective transitions connect ideas smoothly
- Traditional or appropriate organizational pattern
- Solid introduction and conclusion
- Paragraphs are well-developed and focused

Level 2 (Developing):

- Basic structure with adequate organization
- Some transitions present but may be mechanical
- Simple organizational pattern
- Adequate introduction and conclusion
- Most paragraphs stay on topic

Level 1 (Beginning):

- Unclear or confusing structure
- Few or ineffective transitions
- No clear organizational pattern
- Weak or missing introduction/conclusion
- Paragraphs lack focus or coherence

Voice and Style Descriptors

Level 4 (Advanced):

- Distinctive, engaging voice perfectly suited to purpose and audience
- Sophisticated sentence variety and rhetorical techniques
- Precise, vivid word choice that enhances meaning
- Takes appropriate risks with language and style
- Demonstrates author's personality and expertise

Level 3 (Proficient):

- Clear, appropriate voice for purpose and audience
- Good sentence variety with some complex structures
- Effective word choice that supports meaning
- Shows author's personality appropriately
- Maintains consistent tone throughout