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| **OIT Essay Rubric** | | | | | |
| **Performance**  **Criteria** | **No Proficiency**  **(0)** | **Limited Proficiency**  **(1)** | **Some Proficiency**  **(2)** | **Proficiency**  **(3)** | **High Proficiency**  **(4)** |
| **Purpose and Ideas** | Writing lacks focus. Purpose and main ideas are unclear and require extensive inferences from the reader. | Writing has limited focus. Purpose and main ideas are unclear and require some inferences from reader. | Reader can discern the purpose and main ideas although they may be overly broad or simplistic. | Writing is clear and focused. Reader can easily understand the purpose and main ideas. | Purpose and main ideas are exceptionally focused, clear, and interesting. |
| **Organization** | Writing lacks organizational structure or is too short to demonstrate organizational skills.Introduction, body, or conclusion may be missing. | Organizational structure is present but unclear. Introduction and conclusion may be underdeveloped or too obvious. | Order and structure are present but overly formulaic. Introduction and conclusion may be underdeveloped or too obvious. | Order and structure are clear and easy to follow. Introduction draws in the reader and conclusion brings satisfying closure. | Order and structure are compelling and move the reader through the text easily. Introduction draws in the reader and conclusion brings satisfying closure. |
| **Support** | Development is insufficient. Most supporting details are irrelevant or repetitious. | Development is minimal. Some supporting details are irrelevant or repetitious. | Supporting details are relevant, but are limited or rather general. Support may be based on clichés, stereotypes, or questionable sources or evidence. | The main ideas are well developed by supporting details.When appropriate, use of outside sources provides credible support. | Main ideas are well developed by strong support and rich details. When appropriate, use of outside sources provides strong, credible support. |
| **Style** | Voice is inappropriate for topic, purpose, and audience. Wording is incorrect and detracts from meaning. Overall, sentences are choppy, rambling, and awkward. | Voice is inappropriate for topic, purpose, or audience. Wording is monotonous or detracts from impact. Sentences tend to be choppy, rambling, and awkward. | Voice is inconsistent for topic, purpose, and audience. Wording is quite ordinary, lacking interest, precision, and variety, and may rely on clichés. Sentences tend to be mechanical rather than fluid with an overuse of simple sentence structures. | Voice is generally appropriate for topic, purpose, and audience. Generally, wording conveys message in an interesting, precise, and natural way. Sentences are carefully crafted with variations in structure. | Voice is appropriate for topic, purpose, and audience. Wording is fresh and specific, with a striking and varied vocabulary. Sentences are highly crafted, with varied structure that makes reading easy and enjoyable. |
| **Conventions** | Errors often impede readability. Substantial editing needed. | Numerous errors in usage, spelling, punctuation, and/or grammar. Errors sometime impede readability. Substantial editing needed. | Writing contains punctuation, spelling, and/or grammar errors, but they do not impede readability and are not extensive. Moderate need for editing. | Writing demonstrates control of standard writing conventions and uses them effectively to enhance communication. Few errors. | Writing demonstrates strong control of standard writing conventions and uses them well to enhance communication. Very few or no errors. |
| **Documentation** | Documentation is not present. | Documentation has major errors. | Documentation has frequent errors. | Documentation is correct except for a few errors. | Documentation is meticulous. |