

Personal - hybrid essay rubric

	4	3	2	1
	<b>Exceeds the standard</b>	<b>Meets the standard</b>	<b>Partially meets the standard</b>	<b>Does not meet the standard</b>
Focus / Controlling idea	Focus indicates clear sense of purpose and insightful or original perspective. This can appear at the start of the paper to focus what follows, or at the end to show conclusions based on your exploration. Your essay gives a clear sense of how your use of a personal connection helped you understand the book and make a conclusion about it, as well as how the text shed light on your personal connection.	Clear collection of ideas controls the essay. Writer uses personal connection to help explore specific points / ideas from the text. Essay names ways in which the personal connection and the text are similar / different and why.	Controlling idea of the essay may be too broad or try to include too much. Alternately, use of personal connection and / or text may not include enough to fully explore the intended focus. Writer gives a basic sense of how personal connection and text are related.	Controlling idea is left in broad / general terms. Could be too many different smaller ideas that fail to add up to an overall point. Links between personal connection and text lack clarity.
Evidence	Relevant and compelling evidence from both personal connection and text represents best choice to support and shed light on argument. Knows when to use direct quotes or indirect paraphrasing appropriately.	Supports thesis with well- chosen evidence from both personal connection and the entire text – not just a portion. Context is provided. Quotes are integrated into the writing.	Provides related evidence from both personal connection and text. Choices are often obvious or were already discussed in class. Makes an attempt to give context for evidence.	Provides insufficient evidence; summarizes, oversimplifies, or contains errors.
Analysis	Demonstrates thorough and logical reasoning. Interprets evidence with insight and close attention to language. Analysis communicates genuine engagement with the text.	Demonstrates logical and convincing reasoning. Shows a clear understanding of the topic.	Displays some logical reasoning though in places analysis may be predictable or not fully developed. Contains a basic understanding of the topic but may not contain insight.	Displays simplistic response to the focus. Contains insufficient analysis. May rely on summary, lists, or descriptions in place of analysis. May misread or oversimplify the text.
Organization	Demonstrates logical sequence of ideas within paragraphs and throughout the paper. Opens and closes with direct and clear focus on topic (topic sentences). Closes with a synthesis of ideas. Uses transitions well. Writer carefully balances and integrates personal connection and text in each point / paragraph.	Demonstrates logical sequence of ideas throughout most of the paragraphs and the paper. Personal connection and text appear in equal amounts, and under each sub-topic. Topic sentences control content of paragraphs. Conclusion more than restates and uses transitions.	Presence of topic sentences is inconsistent. Sequence of ideas may lack a logical order or becomes generalized or example-based. Conclusion may simply restate thesis. Uses some transitions and paper is generally focused. Use of personal connection and text lacks balance.	Sequence of ideas or paragraphing is illogical. Organization lacks cohesion and does not prove thesis. Focus of essay changes. Conclusion may be undeveloped. Personal connection and text are not integrated together in sub-points and may appear independent of each other.
Voice and Style	Word choice is formal, sophisticated, and precisely communicates ideas. Style is appropriate for the purpose; sentence variety and command of language make the essay a pleasure to read.	Word choice is formal, precise, and effective. Shows some sentence variety; style is appropriate for the purpose and audience.	Voice is not consistently formal and appropriate for academic writing. Shows some sentence variety and sophisticated vocabulary.	Word choice is simple, predictable and may be imprecise. Style may not be appropriate for purpose or audience. Lacks transitions. Little sentence variety.

Grammar and Mechanics	No significant errors. Follows proscribed format and citation conventions.	Minor errors that do not show systematic misunderstanding of a grammatical concept, but instead reflect inaccurate proofreading.	Occasional errors in grammar, word usage and other conventions, but they do not interfere with coherence or meaning. May contain some awkward phrasing or faulty sentence structure.	Frequent errors create confusion and ambiguity. Contains flawed sentence structure and/or phrasing.
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