

**ENGLISH II CONTENT RUBRIC**

**CONTENT: Central Idea, Development, and Organization**

**Key Questions:** *Does the writer stay focused and share insightful information related to the given task? Does the writer's use of the text show an understanding of the passage and the writing task? Does the organizational structure enhance the writer's ideas and make the essay easier to understand?*

Score Point	4 Consistent, though not necessarily perfect, control of the traits' features; many strengths are present.	3 Reasonable control of the traits' features; the essay has some strengths and some weaknesses.	2 Inconsistent control of the traits' features; the weaknesses outweigh the strengths.	1 Little or no control of the traits' features; a minimal attempt is made to develop an essay.
<b>An essay without evidence from the passage cannot receive a score higher than a 1 in Content.</b>				
<b>CENTRAL IDEA</b>	<ul style="list-style-type: none"> <li>The central idea is clear and sharply focused.</li> </ul>	<ul style="list-style-type: none"> <li>The central idea is generally focused.</li> </ul>	<ul style="list-style-type: none"> <li>The central idea is vague.</li> </ul>	<ul style="list-style-type: none"> <li>The central idea is unclear.</li> </ul>
<b>USE OF THE PASSAGE AND DEVELOPMENT</b>	<ul style="list-style-type: none"> <li>Ample, well-chosen evidence from the passage is used to support the central idea and includes thoughtful analysis.</li> <li>Supporting ideas are developed thoroughly with details that are specific, relevant, and show a solid interpretation of the passage.</li> </ul>	<ul style="list-style-type: none"> <li>Sufficient and appropriate evidence from the passage is used to support the central idea and includes some analysis.</li> <li>Supporting ideas are developed adequately, though perhaps unevenly; the details are relevant and show a valid interpretation of the passage.</li> </ul>	<ul style="list-style-type: none"> <li>There is some evidence from the passage. Summary and/or quotations may be present but often without explanation.</li> <li>Supporting ideas are not developed (list-like), are superficial, or show gaps in thinking. Some details may be irrelevant, and interpretation of the passage may not be supported.</li> </ul>	<ul style="list-style-type: none"> <li>There is no evidence from the passage. Portions of text may be copied without purpose.</li> <li>Details included are irrelevant and/or show an erroneous interpretation of the passage.</li> <li>Essay is too brief to provide an adequate sample of writing: minimal attempt.</li> </ul>
<b>ORGANIZATION</b>	<ul style="list-style-type: none"> <li>The organizational strategy demonstrates evidence of planning and a logical progression of ideas.</li> <li>There is an effective introduction and conclusion and thoughtful transitions that convey a sense of wholeness.</li> </ul>	<ul style="list-style-type: none"> <li>The organizational strategy is apparent with a progression of ideas that allows the reader to move through the text without confusion.</li> <li>The introduction, conclusion, and transitions often work well.</li> </ul>	<ul style="list-style-type: none"> <li>There is an attempt at organization, but there may be digressions, repetition, or contradictory information.</li> <li>The introduction and conclusion are weak or may be missing; there is an occasional progression of ideas.</li> </ul>	<ul style="list-style-type: none"> <li>The essay lacks an identifiable organizational strategy (random order).</li> <li>The lack of an introduction, conclusion, and/or progression of ideas makes it difficult for the reader to move through the text (confusing).</li> </ul>