

# HALC RESEARCHED EXPOSITION ABOUT CRISES RUBRIC

## CONVENTIONS

- 4 The writer has avoided **tense** errors and has avoided **passive voice**.
  - 3 The essay has one to three tense or passive voice errors.
    - 2 The essay has four to six tense or passive voice errors.
      - o The essay has seven or more errors.
- 4 The essay has no **subject-verb agreement** or **parallel structure** errors.
  - 3 The essay has one to three of these types of errors.
    - 2 The essay has four to six of these types of errors.
      - o The essay has seven or more of these types of errors.
- 4 The writer has used correct **quotation punctuation** and **documentation**.
  - 3 This essay has one to four quotation or documentation errors.
    - 2 This essay has five to ten quotation or documentation errors.
      - o This essay has 11 or more quotation or documentation errors.
- 4 The essay MLA rules for **numbers**.
  - 2 The essay has one to four number errors.
    - o The essay has five or more of these types of errors.
- 4 The essay has no **spelling, capitalization, usage, apostrophes, commas, or semi-colons** errors.
  - 3 The essay has one to three errors of the above.
    - 2 The essay has four to six errors of the above.
      - o The essay has seven or more errors of the above.
- 4 The essay has **clear and complete sentences, and correct end punctuation**. It avoids **run-ons**.
  - 3 The essay has one to three sentence errors.
    - 2 The essay has four to six sentence errors.
      - o The essay has seven or more sentence errors.

ATTACH ALL COMPONENTS OF THE PROCESS, OR YOU WILL EARN A ZERO.

- PREWRITING:
- OUTLINE
- DRAFT 1
- REVISING STEPS 1-5
- DRAFT 2

DRAFT 3 SUBTOTAL: \_\_\_\_\_/100

REVISING STEPS 6-10 DEDUCTION (10% PER SKIPPED STEP) \_\_\_\_\_

PAGE REQUIREMENT DEDUCTION (4 PAGES MAX.) \_\_\_\_\_

WORKS CITED REDO (-10% PER REDO) \_\_\_\_\_

THIS ESSAY SCORED: \_\_\_\_\_%

## ELEMENTS OF STYLE

- 6 This essay keeps the readers interested, using a variety of words including **strong nouns** and **vivid verbs** without overusing "to be" verbs instead of action verbs. It uses **POV** appropriately. It avoids clichés. The essay is **exciting**.
  - 5 This essay is mostly exciting.
    - 3 This essay is somewhat exciting.
      - o This essay does not keep the reader interested. It is repetitious with no variety. It is boring.
- 6 This essay has a **concise** style, avoiding wordiness by using the fewest, strongest and most necessary words.
  - 5 This essay mostly has a concise style, avoiding wordiness.
    - 3 This essay is somewhat concise with some wordiness.
      - o This essay is wordy, lacking conciseness.
- 6 This essay has a **coherent style**, using words to connect the ideas. It uses a variety of transition methods including transitional words and phrases, strategic repetition, synonyms, and key pronouns. It **introduces** sources and gives their **credentials**.
  - 5 This essay mostly has a coherent style and sometimes introduces sources.
    - 3 This essay is fairly coherent. It may not introduce sources
      - o This essay has no style coherence.
- 6 The writer has enhanced the essay by using an **effective fragment, many concretes, and a form of figurative language**. The writer has **highlighted** these devices in the final draft.
  - 5 The essay offers at least two of the above devices (with several concretes), and the writer has highlighted the devices.
    - 4 The essay offers at least two of the above devices but with only a few concretes. The writer may not have highlighted devices, but they are apparent.
      - 2 This essay offers at least one of the above devices, and/or the writer did not highlight devices.
        - o The writer did not enhance the essay with any of these devices.

## ELEMENTS OF CONTENT

- 7 All parts of the essay contribute to one clear idea or impression. Each paragraph deals with only one item, and all sentences support it. This essay has **unity**. While maintaining unity, the essay also has strong **impact**. It induces strong emotions in the readers, influences readers with substantial new information or a new way of viewing a situation, and it causes readers to seriously think about the topic.
  - 6 This essay mostly has unity while making impact.
    - 4 This essay is strong in either unity or impact but not both.
      - 2 This essay somewhat has unity while somewhat making impact.
        - o The essay lacks unity and impact.
- 8 The essay **clearly** and **effectively explains** the vital resources humans possess to deal with crises and the methods people and or countries use to deal with crises. It offers **specific details** to explain the subject.
  - 6 The essay offers a mostly clear and effective explanation and offers many specific details to explain the subject.
    - 4 The essay offers an adequate explanation and offers several specific details.
      - 2 The essay offers an inadequate explanation with few details.
        - o The essay does not explain or offer details.
- 6 The essay incorporates **at least four sources**, and the writer has effectively **evaluated**, chosen, and used a variety of sources.
  - 5 The essay incorporates three sources, and the writer has effectively evaluated, chosen, and used these sources.
    - 4 The essay uses three or four sources, but the writer has not effectively evaluated, chosen, or used one or more source.
      - 3 The essay two sources. The writer may not have effectively evaluated, chosen, or used sources.
        - 2 The essay uses one source. The writer may not have effectively evaluated, chosen, or used source.
          - o The essay uses poor or no researched sources.
- 8 The writer has **illustrated** points by using **appropriate researched quotations** and **paraphrases**. The type of evidence is balanced, sufficient, and appropriate for the topic and purpose.
  - 6 The essay mostly uses appropriate quotations and paraphrasing. The type of evidence is mostly balanced, sufficient, and appropriate for the topic and purpose.
    - 4 The essay uses appropriate quotations and paraphrasing at times. Some evidence is appropriate.
      - 3 The essay uses minimal researched evidence or minimal variety of evidence.
        - o The essay is not illustrative.
- 5 The writer has constructed **logical sentences** and has avoided **fallacies**.
  - 4 The essay has one of the above problems.
    - 3 The essay has two of the above problems.
      - o The essay has three or more of the above problems.

## ELEMENTS OF ORGANIZATION

- 5 The essay has a clear **purpose**, is in the appropriate **mode**, and demonstrates strong understanding of its **audience** using a lucid and precise **thesis**.
  - 4 The essay is not strong in one of the areas above.
    - 2 The essay is not strong in two of the areas above.
      - o The essay has not established the basics of thesis, purpose, mode, and audience identification.
- 8 The essay follows **MLA standards of format** including a correct **Works Cited** page.
  - 6 The essay has one to four MLA standards of format errors.
    - 4 The essay has five to nine MLA standards of format errors.
      - 2 The essay has ten to thirteen MLA standards of format errors.
        - o The essay did not follow MLA standards of format.
- 5 The writer has arranged ideas according to a problem–solution, **cause–effect**, or **effect–cause organizational pattern** to support the purpose. Readers can read without stumbling over concepts and sentence flow. This essay has **coherent organization**.
  - 4 This essay mostly has coherent organization, using a cause–effect or effect–cause method.
    - 2 This essay has partial coherent organization.
      - o The essay has no coherence.