

# Scoring Rubric: Definition/Classification

Name \_\_\_\_\_ Date \_\_\_\_\_

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Organization</b>	The introduction contains a clearly stated topic sentence (in a paragraph) or clearly stated thesis sentence (in an essay); the body either defines by elaborating the basic definition with details or classifies by grouping things and identifying and discussing common characteristics; the conclusion effectively ends the writing, without repetition, and contains a clincher statement; the writing is unified and coherent throughout.	The introduction contains a topic sentence (in a paragraph) or thesis sentence (in an essay); the body either defines by adding some details to the basic definition or classifies by grouping things and identifying common characteristics; the conclusion brings the writing to a close; there is a generally logical progression of ideas and information.	The introduction contains a topic sentence (in a paragraph) or thesis sentence (in an essay), but the sentence may be unclear, imprecise, or inadequate; the definition is not developed with details and examples, or the classification is not logical or developed; a conclusion is present but may be weak or repetitive; more logical development is needed throughout.	The introduction lacks a topic sentence (in a paragraph) or thesis sentence (in an essay); the definition or the classification is unclear, illogical, and undeveloped; the conclusion is missing, contradictory, or repetitive; the writing lacks unity and coherence.
<b>Elements of Definition/Classification</b>	The overall purpose is clear; the definition or classification is fresh, original, well-developed, informative, or useful; the writing is tailored to the audience. Word choice is consistently careful and often particularly precise, powerful, or apt.	The purpose tends to be clear; the definition or classification is generally interesting or useful; most of the writing is tailored to the audience. Most word choices are precise.	The sense of purpose wavers; the definition or classification may be unclear, contradictory, or confusing; more attention should be given to the intended audience. Several word choices are redundant, vague, or imprecise.	The purpose is not clear; the writing bears little or no relationship to the intended audience. Word choice is consistently confusing or unclear.
<b>Grammar, Usage, Mechanics, and Spelling</b>	There are few or no errors in mechanics, usage, grammar, or spelling.	There are some errors in mechanics, usage, grammar, or spelling.	There are several errors, or serious errors, in mechanics, usage, grammar, or spelling.	Expression is blocked by numerous and serious errors in mechanics, usage, grammar, or spelling.

Comments \_\_\_\_\_

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