

Rubric Evaluation of the Essay

Explain the impact **“Bishop Charles Harrison Mason’s”** legacy has HAD on the Church of God in Christ and the influence it has HAD on your spiritual life.

	10	8	6	4	2
Comprehension	Demonstrate full comprehension and provides an accurate analysis	Demonstrates good comprehension and/or provides a mostly accurate analysis	Demonstrates basic comprehension of ideas and/or provides a generally accurate analysis	Demonstrates limited comprehension of ideas and/or provides a minimally accurate analysis	Demonstrates no comprehension of ideas and/or provides an inaccurate or no analysis
Development of Ideas	Effectively addresses the prompt and clearly develops ideas/claims that are appropriate to the task, purpose, and audience	Addresses the prompt and develops ideas/claims that are mostly appropriate to the task, purpose, and audience	Addresses the prompt and develops ideas/claims that are somewhat appropriate to the task, purpose, and audience	Somewhat addresses the prompt and develops ideas/claims that may have a limited connection to the task, purpose, and audience	Does not address the prompt and/or ideas/claims are undeveloped and/or inappropriate to the task, purpose, and audience
Support	Uses effective textual evidence and reasoning to fully support ideas/claims	Uses textual evidence and reasoning that mostly supports ideas/claims	Uses textual evidence and reasoning that somewhat supports ideas/claims	Uses limited reasoning and/or textual evidence	Includes little to no reasoning and/or textual evidence
Organization and Structure	Is effectively organized with clear and coherent writing	Is organized with mostly clear and coherent writing	Demonstrates some organization with somewhat coherent writing	Demonstrates limited organization and coherence	Lacks organization and coherence
Style	Establishes and maintains an effective style	Establishes and maintains a mostly effective style	Has a style that is somewhat effective.	Has a style that is minimally effective.	Has an inappropriate style.
	5	4	3	2	1
Sentence Fluency and Cohesiveness	Consistent variety of sentence structure throughout; effective use of transition words with clear relationships between claims and reasons.	Uses a variety of sentence structure with transitions and clear connections between claims and reasons.	Some variety of sentence structure with transitions attempts to make connections between claims and reasons.	Limited variety in sentence structure; lacks transitions and/or little connections between claims and reasons.	Little or no variety in sentence structure; no transitions used and/or no connections made between claims and reasons.
Conventions	Demonstrates exceptional command of the conventions of standard English using highly effective word choice with very few minor errors in mechanics, grammar, and usage that do not affect the meaning.	Demonstrates full command of the conventions of standard English using effective word choice. A few minor errors in mechanics, grammar, and usage, but meaning is clear.	Demonstrates basic command of the conventions of standard English. Errors in mechanics, grammar, and usage may occasionally impede understanding but meaning is generally clear.	Demonstrates limited command of the conventions of standard English. Errors in mechanics, grammar, and usage impede understanding.	Demonstrates a lack of command of the conventions of standard English. Frequent and varied errors in mechanics, grammar, and usage impede understanding.

A rubric is a grading tool that describes the criteria for the assignment. It also describes each of the criteria according to gradations of quality, with descriptions of strong, middling, and problematic student work.