**Oral Stories Mini Essay Rubric**

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|  | **Below Basic (1)** | **Basic (2)** | **Proficient (3)** | **Advanced (4)** |
| Ideas | Shows minimal engagement with the topic, failing to recognize multiple dimensions/ perspectives; lacking even basic observations | Shows some engagement with the topic without elaboration; offers basic observations but rarely original insight | Demonstrates engagement with the topic, recognizing multiple dimensions and/or perspectives; offers some insight | Demonstrates engagement with the topic, recognizing multiple dimensions and/or perspectives with elaboration and depth; offers considerable insight |
| Focus and Thesis | Paper lacks focus and/or a discernible thesis. | Some intelligible ideas, but thesis is weak, unclear, or too broad. | Identifiable thesis representing adequate understanding of the assigned topic; minimal irrelevant material | Clear, narrow thesis representing full understanding of the assignment; every word counts |
| Evidence | Little to no evidence | Some evidence but not enough to develop argument in unified way. Evidence may be inaccurate, irrelevant, or inappropriate for the purpose of the essay | Evidence accurate, well documented, and relevant, but not complete, well integrated, and/or appropriate for the purpose of the essay | Evidence is relevant, accurate, complete, well integrated, well documented, and appropriate for the purpose of the essay. |
| Organization | Organization is missing both overall and within paragraphs. Introduction and conclusion may be lacking or illogical. | Organization, overall and/or within paragraphs, is formulaic or occasionally lacking in coherence; few evident transitions. Introduction and conclusion may lack logic. | Few organizational problems on any of the 3 levels (overall, paragraph, transitions). Introduction and conclusion are effectively related to the whole. | Organization is logical and appropriate to assignment; paragraphs are well-developed and appropriately divided; ideas linked with smooth and effective transitions. Introduction and conclusion are effectively related to the whole. |
| Style and Mechanics | Multiple and serious errors of sentence structure; frequent errors in spelling and capitalization; intrusive and/or inaccurate punctuation such that communication is hindered. Proofreading not evident. | Sentences show errors of structure and little or no variety; many errors of punctuation, spelling and/or capitalization. Errors interfere with meaning in places. Careful proofreading not evident. | Effective and varied sentences; some errors in sentence construction; only occasional punctuation, spelling and/or capitalization errors. | Each sentence structured effectively, powerfully; rich, well-chosen variety of sentence styles and length; virtually free of punctuation, spelling, capitalization errors. |