

Process Analysis Essay Rubric

	Ideas & Content	Organization	Voice	Word Choice	Sentence Fluency	Conventions
Exemplary	The process is original, well-developed, informative, and useful. Writer shows the audience the topic with examples that highlight a unique perspective. Writer anticipates reader's questions and answers them in the analysis.	Process has a strong sense of direction. Steps are created and analyzed consistently. Examples and analysis have been carefully selected for support and effect. Pacing is controlled—the writer presents information when needed, and moves on. Conclusion synthesizes essay's analysis.	Writer uses an assertive voice. The writer speaks directly to the audience, without using pretentious diction and shows a concern for the audience's needs. The essay is provocative and lively and is designed to hold a reader's attention.	Words are specific and accurate. Writer uses strong imagery and descriptive language to illustrate points. Writer avoids clichés, uses fresh expressions. Ideas are expressed using the fewest and shortest words to convey meaning to achieve precision in language.	Easy flow and rhythm when read aloud. Sounds natural and fluent. Sentence structure and length varies. Effective use of transitions.	Paragraphs are created and divided well. Grammar and usage contribute to clarity and style. Punctuation is smooth. Very little editing is still needed. All citations have signal phrases and perfect parenthetical citations.
Proficient	The process is clear. Examples illustrate the writer's point of view. Analysis supports the writer's perspective of the topic.	Process has a clear structure. Examples are arranged and analyzed with balance. Conclusion summarizes analysis to show key points.	The writer is sincere and engages the audience in the essay. Readers sense an individual presence behind the words.	Words are correct, if not precise. Writer takes risks using descriptive language. Writer communicates points very well.	Sentences are constructed well. Control over complex sentences varies. Sentences are more fluid than mechanical.	Paragraphs are created and divided with a purpose. Grammar and punctuation are more mechanical than fluid.
Developing	The process is evident, if not clearly stated. Examples support the topic. Analysis explains the examples' relation to the topic.	Process has an attempted structure. Examples and analysis present, but not consistently in balance. Conclusion restates main points.	Tone of the essay could be altered to directly engage the reader. Voice is not individually unique, but occasionally shows. Writer seems distant or hesitant.	The writer occasionally falls to redundancy or familiar clichés. Writer does more telling than showing with language. Writer avoids taking risks in presentation.	Sentences have a strong, yet basic structure. Little variety in sentence patterns exists. Sentences are mechanical.	Paragraphs are usually done well. Grammar problems not serious enough to distort meaning. Moderate editing needed. Citations lack signal phrases.
Insufficient	The process is vague, yet there. Examples present, but lacking in specific details and analysis.	Process structure is vague. Examples and analysis do not consistently move the reader through the essay. Conclusion needs more work.	Writer seems distant. Essay lacks spirit or energy.	Writer still searches for the right words. Words chosen are vague, too abstract, or pretentious.	Sentence structure is repetitive. Phrasing sounds unnatural. Readers hunt for transitions.	Paragraphs may be missing, irregular, or infrequent. Frequent spelling errors.
Unacceptable 9	The process is unknown or unclear. Examples and analysis do not support an	No clear sense of direction. Details or analysis not developed. Points are dropped at	Essay delivers a one-sided emotional outburst, or is monotone. Tone is	Limited vocabulary. Writer is not in control of the words. Clichés or jargon overly used.	Writing is difficult to follow or read aloud. Sentences block meaning.	Grammar errors distract reader from the writing. Citations are not done correctly. A

Rubric For Process Essay

L Darling-Hammond



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