**ACT Plus Writing Essay Rubric**

Essay Comments, derived from the Scoring Rubric, are selected by ACT readers to help student writers understand the strengths and weaknesses of their essays.

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|  | **0** | **1** | **2** | **3** | **4** | **5** | **6** |
| **Make and Articulate Judgments**  **DO NOT USE FOR 2013-14 SCHOOL YEAR** | Nothing available | 21. Your essay responded to the prompt by taking a clear position on the issue. | 22. Your essay acknowledged counterarguments on the issue but did not discuss them. | 23. Your essay showed recognition of the complexity of the issue by addressing counterarguments. | 24. Your essay showed recognition of the complexity of the issue by partially evaluating its implications. | 25. Your essay addressed the complexity of the issue by fully responding to counterarguments.  OR  26. Your essay addressed the complexity of the issue by evaluating its implications. | 25. Your essay addressed the complexity of the issue by fully responding to counterarguments.  AND  26. Your essay addressed the complexity of the issue by evaluating its implications. |
| **Develop Ideas** | Nothing available | 30. Your essay provided very little writing about your ideas. Try to write more about the topic. | 31. The ideas in your essay needed to be more fully explained and supported with more details. | 32. Your essay used some specific details, reasons, and examples, but it needed more of them. | 33. Your essay adequately supported general statements with specific reasons, examples, and details. | 34. General statements in your essay were well supported with specific reasons, examples, and details. | 35. Your essay effectively supported general statements with specific reasons, examples, and details. |
| **Sustain Focus/ Audience** | Nothing available | 40. Your writing did not maintain a focus on the issue. Try to plan your essay before you write. No audience is evident and less than half page. | 40. Your writing did not maintain a focus on the issue. Try to plan your essay before you write. Audience is evident and less than half page. | 41. Your essay focused on the general topic rather than on the specific issue in the prompt and audience not addressed throughout with less than half page. | 41. Your essay focused on the general topic rather than on the specific issue in the prompt and audience is addressed throughout with at least half page. | 42. Your essay maintained focus on the specific issue in the prompt and audience is addressed throughout with at least 3/4 page. | 42. Your essay maintained focus on the specific issue in the prompt and audience is addressed throughout with at least 1 page. |
| **Organize and Present Ideas** | Nothing available | 50. Your essay lacked organization. Try to plan and arrange your ideas logically. | 51. Your essay was not clearly organized. Try to plan and arrange your ideas logically. | 52. Your essay showed basic organizational structure, but the ideas needed to be more clearly connected. | 53. The organization of your essay was adequate, but the rigid structure seemed to limit discussion. | 54. Your essay was well organized, making it easy to understand logical relationships among ideas. | 55. The logical sequence of ideas in your essay fit its purpose well. |
| **Communicate Clearly** | Nothing available | 61. Grammar, spelling, and punctuation errors were distracting. Proofread your writing. | 62. Using correct grammar and more varied sentence structures would improve your essay. | 63. Using more varied sentence structures would make your essay clearer and more engaging. | 64. Using more sentence variety and precise word choice would make your essay clearer and more engaging. | 65. Some varied sentence structures and precise word choice added clarity and interest to your writing. | 66. Your essay showed a good command of language by using varied sentences and precise word choice. |

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|  | **0** | **1** | **2** | **3** | **4** |
| **Data Analysis / Evaluation**  Use data, charts, graphs, or tables to support and develop ideas to the reader | Nothing available | Lists evidence but is not reinforcing or supporting topic. No data used in article. | Organizes evidence but support is appropriate. General conclusion with some misinterpretations or not supported by data. | Organizes evidence uses some data to support topic. Conclusion limited to inquiry findings. | Effectively organizes and uses multiple points of data into topic. Clear and valid conclusion with inferences supported by data and synthesizes information. |