**Rubric for the Five-Paragraph Essay**

**Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period\_\_\_\_\_\_\_**

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| **CATEGORY**  | **4 = Exceeds the standard**  | **3 = Meets the standard**  | **2 = Partially meets the** **standard**  | **1 = Attempted but does not meet the standard**  | **0 = Not attempted**  |
| **Introduction** **Organization****(Extra credit if you quote another source in MLA format.)**  | There is a well-focused Thesis Statement that introduces the essay and clearly addresses all elements of the writing prompt.  | Introduction clearly states the main topic, adequately addressing the writing prompt.  | Introduction is somewhat clear, but only partially addresses the writing prompt  | Introduction does not address the writing prompt.  | No introduction is present  |
| **Support for** **Thesis** **(Concrete Details)** **Each paragraph must include a quote as evidence and a transition.**  | Each body paragraph contains a topic sentence and relevant, telling, quality concrete details that give the reader important information that goes beyond the obvious or predictable. All supporting details serve to substantiate the thesis statement.  | Each body paragraph contains a topic sentence that is adequately supported by relevant concrete details. Most supporting details serve to substantiate the thesis statement.  | Topic sentence is stated in some body paragraphs. Supporting details are relevant, but some key issues are unsupported. Support for the thesis statement is weak.  | Topic sentence is weak. Supporting details and information are typically unclear or not related to the topic. There is a seemingly random collection of information Thesis statement lacks proof.  | No topic sentence is present OR no concrete details are present. The paragraph contains no facts, details, or examples.  |
| **Commentary** **Each paragraph must answer the question, “So What?**  | Essay contains explanation, analysis, discussion, comparison and/or contrast that demonstrate mastery and depth of understanding.  | Essay contains explanation, Analysis, discussion, comparison and/or contrast that logically supports the concrete details  | Essay contains explanation, analysis, discussion, comparison and/or contrast that is weak, incomplete, or partially illogical.  | Essay contains explanation, analysis, discussion, comparison and/or contrast that is off topic illogical.  | No commentary is present. The paragraph contains no attempt to explain, discuss, analyze, evaluate, compare and/or contrast the factual information (concrete details) it presents.  |
| **Conclusion** **(Organization)**  | The conclusion is strong and logical; provides a clear answer to the question, “So what?”  | The conclusion is logical and adequately answers the question, “So what?”  | The conclusion is logical, but does not answer the question, “So what?”  | Conclusion is illogical.  | There is no clear conclusion, the paper just ends.  |
| **Conventions** **Grammar, Usage** **& Sentence** **Structure**  | The essay contains no errors in grammar, word usage or sentence structure.  | The essay contains 1 or 2 errors in grammar, word usage or sentence structure.  | The essay contains 3 or 4 errors in grammar, word usage or sentence structure.  | The essay is readable, but contains 5 or more errors in grammar, word usage or sentence structure.  | The essay is unreadable because of errors in grammar, word usage or sentence structure.  |
| **Conventions** **Spelling &** **Punctuation**  | Essay contains no errors in spelling, capitalization or punctuation.  | Essay contains 1 or 2 errors in spelling, capitalization or punctuation.  | Essay contains 3 or 4 errors in spelling, capitalization or punctuation.  | The essay is readable, but contains 5 or more errors in spelling, capitalization or punctuation.  | The essay is unreadable because of errors in spelling capitalization or punctuation.  |
| Total  |