**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 paragrap  h 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 | | | | | | | | | | |