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5-Paragraph Essay Rubric - this is a great format of essay to use to learn and practice critical, foundational writing skills that students use in all kinds of various writing assignments in school. Writing a 4-paragraph essay is great too (taking out one body paragraph).

This rubric applies well to an expository essay style (one that explains something), and it can be tweaked for other styles of essays such as persuasive or descriptive.

PLEASE KNOW - rubrics really are subjective. Grading essays is subjective. You may prefer to add sections to this rubric to include things such as:

- *not repeating words
- *higher level vocabulary
- *sensory details
- *including quoted, factual material
- *not using first-person (if that is the specific instruction you are giving)
- *staying away from a casual tone and keeping it more formal

Please always keep in mind your child's current ability level, potential, and developmental level. Also keep in mind their style. Some students write well-done, to-the-point informational pieces without lots of description and without mesmerizing their audience. That's perfectly okay. Your child's style of writing will emerge. The main point of learning how to write in an organized manner is setting the student up for success in future endeavors, such as when they have a job and have to communicate well via email with fellow employees and supervisors.

Also, as they write more and more and as they get older, they will use (if encouraged) more and more higher level vocabulary, less repetition of words and ideas, and more complex sentences.

| Intro Paragraph | 3 | 2 | 1 | Total / Comments |
|--------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|------------------|
| Hook | Exciting, pulls reader in very well OR fairly interesting hook | Hook is slightly interesting | Hook does not pull the reader in at all, not interesting, might not even qualify as a hook | |
| Middle part of the intro - it comes right after the hook and ends right before thesis statement) | Related well to the hook, flows very well, main topic of the essay is clearly being introduced to the reader | Somewhat relates to hook, main topic of essay is a little foggy, doesn't have a good flow | Does not relate well to hook, jumps around, doesn't flow well at all | |
| Thesis Statement | Clearly and logically presented; topic of whole essay is made clear to the reader | Somewhat generalized; topic of whole essay is somewhat clear | Not well written; topic of the whole essay is not made clear, or the wrong topic is conveyed | |

| 1st Body Paragraph | 3 | 2 | 1 | Total / Comments |
|---------------------------|---------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|----------------------------------------------------|-------------------------|
| Topic Sentence | Clearly introduces the topic | Attempts to introduce the topic | Completely off topic | |
| Supporting Details | Includes multiple details that support the topic | Includes one or two details that support the topic | Attempts to include details that support the topic | |
| Transition Words | Transition words are used correctly and connect each idea | Includes some transition words but needs more | Hardly any or no transition words used | |
| Concluding Sentence | Concluding sentence summarizes the topic without using the exact same words as the topic sentence | Concluding sentence somewhat relates to the topic / could be stronger | No concluding sentence. | |

| 2nd Body Paragraph | 3 | 2 | 1 | Total / Comments |
|---------------------------|---------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|----------------------------------------------------|-------------------------|
| Topic Sentence | Clearly introduces the topic | Attempts to introduce the topic | Completely off topic | |
| Supporting Details | Includes multiple details that support the topic | Includes one or two details that support the topic | Attempts to include details that support the topic | |
| Transition Words | Transition words are used correctly and connect each idea | Includes some transition words but needs more | Hardly any or no transition words used | |
| Concluding Sentence | Concluding sentence summarizes the topic without using the exact same words as the topic sentence | Concluding sentence somewhat relates to the topic / could be stronger | No concluding sentence. | |

| 3rd Body Paragraph | 3 | 2 | 1 | Total / Comments |
|---------------------------|---------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|----------------------------------------------------|-------------------------|
| Topic Sentence | Clearly introduces the topic | Attempts to introduce the topic | Completely off topic | |
| Supporting Details | Includes multiple details that support the topic | Includes one or two details that support the topic | Attempts to include details that support the topic | |
| Transition Words | Transition words are used correctly and connect each idea | Includes some transition words but needs more | Hardly any or no transition words used | |
| Concluding Sentence | Concluding sentence summarizes the topic without using the exact same words as the topic sentence | Concluding sentence somewhat relates to the topic / could be stronger | No concluding sentence. | |

| Conclusion Paragraph | 3 | 2 | 1 | Total / Comments |
|-----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|-------------------------|
| Starts with a Transition | Uses a logical transitional word or phrase to begin conclusion | Transitional choice is not the most logical choice | No transitional word or phrase is used | |
| Well Done Overall | Summarizes the topic without using the exact same words as thesis statements and topic sentences sentence; done in a fresh and exciting way | Concluding sentence summarizes the topic without using the exact same words as the thesis statement or topic sentence | Concluding paragraph somewhat relates to topic of essay | |

| Mechanics | 3 | 2 | 1 | Total / Comments |
|--------------------------------|--------------------------------------------|-------------------------------------|-------------------------------|-------------------------|
| Capitalization and Punctuation | Used correctly throughout entire paragraph | Mostly correct throughout paragraph | Several errors | |
| Complete Sentences | Produced complete sentences. | Some incomplete sentences. | Several incomplete sentences. | |