

## Hilliard Darby High School Five Paragraph Essay Rubric

	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Below Expectations</b>	<b>Far Below Expectations</b>	<b>Score</b>
<b>Requirements</b>	All of the written requirements (# of pages, # of graphics, type of graphics, etc.) were met.	Almost all of the written requirements were met.	Most of the written requirements were met.	Many requirements were not met.	
<b>Introduction and thesis statement</b>	The introduction includes a hook and transitions to the thesis statement. The thesis statement names the topic of the essay and outlines the main points to be discussed.	The introduction includes a hook, transitions to the thesis statement, and is mostly effective. The thesis statement names the topic of the essay.	A hook is present though not followed by important information. The essay includes an attempt at an introduction paragraph, though it is not smooth and doesn't include a complete thesis statement.	A hook is missing or weak and important information is absent. There is an attempt at an introduction paragraph, but it is not developed and does not include a thesis statement.	
<b>Body Paragraph Organization (3 required)</b>	Each of the body paragraphs includes a creative and well-written topic sentence, effectively constructed sentences with supporting details, smooth transitions, wrap-up sentence that presents a closing idea.	Each of the body paragraphs includes a well-written topic sentence, sentences with supporting details, transitions, and a wrap-up sentence.	Each of the body paragraphs includes a topic sentence and supporting sentences, but is not an easy read and often lacks transitions.	Some or all of the body paragraphs lack topic sentences. The organization of some or all of the body paragraphs make for a difficult read because of poor sentence structure or lack of transitions.	
<b>Supporting Details/ Examples/ Development</b>	The paragraphs include all of the necessary points that support the position statement.	The paragraphs include some of the necessary points that support the position statement.	The paragraphs include few of the necessary points that support the position statement.	The paragraphs include few to none of the necessary points that support the position statement.	
<b>Conclusion</b>	The conclusion is strong and leaves the reader solidly understanding the writer's position. The paragraph includes an effective restatement of the position statement.	The conclusion is recognizable. The author's position is restated at a logical point in the paragraph.	The conclusion is awkward. The author's position is restated within the closing paragraph, but it may not be in a logical point.	The thesis is not restated or is found in the same wording as the introduction. The essay is not summed up.	
<b>Conventions</b>	Author makes virtually no errors in grammar, spelling or punctuation that distract the reader from the content.	Author makes few errors in grammar, spelling or punctuation that distract the reader from the content.	Author makes some errors in grammar, spelling or punctuation that distract the reader from the content.	Author makes excessive mistakes in grammar, spelling or punctuation that distract the reader from the content.	
<b>Prewriting</b>	Prewriting is clear and well developed. It matches the content in the essay.	Prewriting is well developed. It mostly matches the content in the essay.	Prewriting is not very well developed and/or does not match the content in the essay.	Prewriting is very underdeveloped and does not match the content in the essay.	

**Total:** \_\_\_\_\_ / \_\_\_\_\_