|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 4 | 3 | 2 | 1 |
| Quotation Hook | Uses a creative, appropriate quotation that clearly relates to the topic; uses appropriate, creative tag and standard punctuation | Uses a quotation that relates to the topic; uses a standard tag and punctuation | Uses a quotation, but it’s not clear how it is related to the topic; has some mistakes in the tag and punctuation | Does not use a quotation OR uses an incomplete quotation; does not use punctuation or tag |
| Bridge | Sentences make a smooth, thoughtful transition from the quotation to the thesis | Sentences make a transition from the quotation to the thesis with a few “holes” | Sentences attempt but do not succeed in a clear connection of quotation and thesis | Student does not write enough to connect quotation to thesis OR no bridge sentences |
| Thesis | Contains a clearly developed topic with three related reasons to be developed in the body of the essay | Contains a topic with three reasons to be developed in the body of the essay | Contains a vague topic and fewer than three reasons to be developed in the body of the essay | Does not contain a thesis statement OR contains a unrelated statement |

Introduction Rubric

\_\_\_/12 points

Expository Body Paragraph

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 4 | 3 | 2 | 1 |
| Topic sentence | Well developed with a topic and controlling idea. It is a clear statement of the paragraph's content.  | Fairly well developed and gives some clarity of the of the paragraph's content.  | The topic sentence gives little evidence of a relevant topic connecting to the other sentences in the paragraph. | The topic sentence is unclear, or there is no topic sentence at all.  |
| Supporting details | Each detail supports, or tells more about the topic and has follow up sentences, which provide additional support.  | Each detail supports the main idea, but there are not enough supporting details. | Some of the details support the main idea, but some do not.  | The details do not support the main idea OR there are not enough details. |
| Organization/Transitions | The supporting sentences are in a clear, organized order; purposeful use of transitions develop, relate, and connect ideas | Most of the details are in a clear, organized order; transitions show connection between ideas. | Writer attempted with marginal success to show organized order. Some transitions are used, but effect is not clear.  | There is no clear order. Writing is confusing and hard to follow; transitions are missing or misused. |
| Vocabulary/Formal language | Uses precise, descriptive language consistently; avoids first and second person pronouns | Uses mostly precise, descriptive language; avoids first and second person pronouns with 1-2 errors | Uses vague or uninteresting language; repeatedly uses “you” or “I” pronouns  | Student writing shows little or no awareness of precise language; consistently uses “you” or “I” pronouns |
| Overall Conventions | Excellent command of the conventions of standard English; few if any, errors found. | Average command of standard English; some errors are found, but the meaning is clear. | Inconsistent command of standard English; several error patterns are found and errors impede understanding. | Little to no command of standard English; frequent errors impede understanding and distract the reader. |

\_\_\_/20

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Intro. Points\_\_\_\_\_\_\_\_ + BP points\_\_\_\_\_\_\_\_\_\_=\_\_\_\_\_\_\_/32 \_\_\_\_\_\_\_\_\_%\_