

	20 points	16 points	14 points	10 points
Intro/thesis	Student has an intriguing hook and provides thorough background/context to their paper. Student has a well-crafted thesis statement that fully answers the prompt, is clear and arguable. Student crafts an argument that supports their thesis thoroughly throughout the paper.	Student has a hook and provides some background/context to their paper. Student has the beginnings of a well-crafted thesis statement that fully answers the prompt. Student crafts an argument that supports their thesis.	Student is lacking major components of an introduction paragraph (ie. hook, background).. Student has a partially crafted thesis statement. Student crafts an argument that somewhat supports their thesis.	Student is lacking more than one component of an introduction paragraph. Student does not have an arguable thesis statement. Student lacks an argument that somewhat supports their thesis.
Evidence	Student uses at least two pieces of related evidence in each body paragraph. All evidence is properly embedded into the sentence. Student provides context for each piece of evidence.	Student uses two pieces of evidence in each body paragraph. Evidence is not properly embedded. Student provides some context for each piece of evidence.	Student uses only one piece of evidence in at least one body paragraph. Evidence is not embedded. Student provides minimal to no context for each piece of evidence.	Student does not use evidence in more than one body paragraph.
Analysis	Student provides exceptional analysis for each piece of evidence that clearly proves their thesis statement. Student makes relevant comparisons and includes detailed explanations and ideas when analyzing their evidence. Analysis has depth and fully relates to the prompt.	Student provides analysis for each piece of evidence that somewhat proves their thesis statement. Student makes comparisons and includes explanations analyzing their evidence.	Student provides some analysis of evidence, but the analysis struggles to prove their thesis statement. Student lacks in depth comparisons and explanations.	Student lacks analysis of evidence, and/or the analysis struggles to prove their thesis statement. Student lacks in depth comparisons and explanations.
Craft	Student uses age-appropriate syntax and diction, and writes formally for the purpose of the paper. Student has proper spelling and grammar throughout their paper. Paper is well-structured and organized in a logical manner.	Student uses somewhat age-appropriate syntax and diction and writes formally throughout most of the paper. Student has proper spelling and grammar throughout most of their paper. Paper is well-structured and organized.	Student somewhat lacks age-appropriate syntax and diction and struggles to write formally throughout most of the paper. Student has spelling and grammar mistakes throughout their paper. Paper lacks structure or organization.	Student lacks age-appropriate syntax and diction or lacks formal writing style. Student has major spelling and grammar mistakes throughout their paper. Paper lacks structure or organization.



Grammar, Spelling, Mechanics, and Sentence Structure	Essay is highly polished and has minimal grammatical or spelling errors.	Essay is somewhat polished, but does have a few grammatical or spelling errors.	Essay lacks the writing etiquette necessary at this grade level and has 6 or more errors.	Essay lacks the writing etiquette necessary at this grade level and has many grammatical or spelling errors that detract from the overall effectiveness of the essay.
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Name:

Essay Rubric

Grade:

/100

Comments: