

English 9  
Essay Rubric

	10	8	7	5	0
<b>Introduction</b>	Interesting; uses funnel technique; clearly states supporting arguments and theme.	Basic presentation; may not provide background information; thesis not necessarily last sentence.	Supporting arguments and/or thesis unclear or vague; may be missing elements such as title and author.	Does not capture interest; missing thesis.	No recognizable introduction given for essay.
<b>Body Paragraph Formation</b>	Follows organizational pattern given with all elements.	Attempts to follow organizational pattern; may be missing some commentary or tie to theme.	Missing many organizational parts.	Ideas presented illogically or seemingly randomly; or essay unfinished (<3 body paragraphs)	
<b>Textual Evidence</b> <i>Body ¶ 1</i>	Uses strong evidence (D, W, M, S, Q, A, K) incorporated well into writing; well-argued and supported.	Evidence is strong, but doesn't utilize enough.	Evidence is too generalized or summarized; little to no direct quotations used.	Lacking sufficient evidence; basically presents a plot summary.	Contains no evidence.
<b>Textual Evidence</b> <i>Body ¶ 2</i>	Uses strong evidence (D, W, M, S, Q, A, K) incorporated well into writing; well-argued and supported.	Evidence is strong, but doesn't utilize enough.	Evidence is too generalized or summarized; little to no direct quotations used.	Lacking sufficient evidence; basically presents a plot summary.	Contains no evidence.
<b>Textual Evidence</b> <i>Body ¶ 3</i>	Uses strong evidence (D, W, M, S, Q, A, K) incorporated well into writing; well-argued and supported.	Evidence is strong, but doesn't utilize enough.	Evidence is too generalized or summarized; little to no direct quotations used.	Lacking sufficient evidence; basically presents a plot summary.	Contains no evidence.
<b>Academic Tone</b>	Uses proper diction and formal language; maintains third person; no contractions.	Some casual language used; uses first or second person; few colloquial phrases and/or contractions	Incorrect diction; shifts in person; uses many colloquial phrases and/or contractions.	Presents an informal tone; uses colloquial phrases and/or contractions indiscriminately.	Inappropriate diction and tone for a school assignment.
<b>Style</b>	Well-constructed and varied; uses mixture of simple, compound, and complex sentence structure.	Properly constructed, but somewhat unvaried in structure; may contain some awkward phrasing.	Contains some fragments, run-ons, and/or many awkward structures.	Clarity deeply affected by fragments, run-ons, and/or awkwardness.	Not written in paragraph format.
<b>Mechanics— Spelling &amp; Punctuation/ Format</b>	Little to no errors in either spelling or punctuation; <del>or</del> obvious of careful proofreading.	Very few errors in spelling or punctuation; may contain some "typos."	Needs more careful proofreading; contains significant number of errors, including homophones etc..	Many errors in spelling or punctuation; needs more proofreading; has appearance of a "rough draft."	No apparent proofreading done for final paper.
<b>Conclusion</b>	Restates thesis; specifically connects theme; has finality.	Restates thesis; has general or personal connection; seems somewhat unfinished.	Rewrites thesis; connects PLOT rather than THEME.	Does not restate thesis; has no connection of theme.	No recognizable conclusion given for essay and/ or essay unfinished.
<b>Overall Effectiveness</b>	Well-constructed; concise; utilizes evidence well; demonstrates clear understanding; impressive.	Nicely written; may be wordy at times or lacking in evidence; demonstrates understanding.	Average writing; evidence not utilized fully; has a general understanding.	Needs additional help; lacking in evidence and understanding.	Does not meet the requirements of the essay.