

Author:

Title of Essay:

Rubric evaluating the 5 paragraph Perspective Essay:

	4	3	2	1
Thesis statement/ Introductory paragraph	Thesis creative and unique, which demonstrates risk taking and high-level thinking. Introductory paragraph is captivating.	Thesis provable, but a safe choice. Introduction is cohesive but lacks a strong “hook.”	Thesis is buried, confused, and/or unclear.	Thesis is missing. Introduction paragraph lacks a hook and thesis.
Evidence to support your thesis (Body paragraphs)	Body paragraphs prove the thesis. There are important supporting details in each paragraph.	The details and explanations are present but not as strong as they could be. The paragraphs relate to the thesis.	Three body paragraphs exist, but they contain evidence that is weak, irrelevant, repetitive, and/or confusing.	Little to no evidence or supporting details are present to prove the thesis.
Voice and Tone	Writing shows investment in topic. Author expresses deep understanding of the topic. Author’s voice is clear.	Author needs to be more involved. Glimpses of voice appear, but too often author’s conviction is lost.	Writing is either too formal or too informal. Author is just “going through an essay formula” to create an assignment.	Paper reveals author’s lack of interest in the topic of the essay.
Word choice	The words are striking, but natural, varied, and vivid. The piece is filled with active verbs and specific nouns – words that fit with the essay topic.	Some impressive vocabulary exists, but the overall verb and noun choice could be more active and specific.	Word choices are often general.	The same words appear over and over again.
Showing not telling/ Sentence fluency	Sentences are clear, complete, and vary in structure. Author creates images for the reader.	Sentences are clear and complete, but author lapses into writing with one basic sentence form. Author needs to show, not tell.	Sentences are often awkward. No images are created. Thesis proven by telling.	The structure of the sentences leaves the reader confused and makes the essay difficult to read.
Conclusion paragraph	The conclusion subtly returns to the thesis, adding new insight. Author’s choice of ending keeps the reader thinking and connects the essay to the external world. The essay has a sense of completeness.	The conclusion shows the author tried to end the essay with flair and ends up summarizing the thesis.	The conclusion is actually a summary that repeats previously stated information. OR new information is introduced that does not fit.	The author simply ends the essay and doesn’t try to add any new insight or conclusion. Or, there is no conclusion.
Revision process	Essay is polished and incorporates author’s revisions as well as the feedback of the peer editor and teacher.	Author attempted to incorporate his/her own revisions, as well as the peer editor’s and teacher’s comments, but sometimes revision was not successful.	Author did not pay attention to the majority of advice of the editors, but did make a few changes to improve the essay.	Author did not “buy into” the revision process and did not revise or incorporate anyone’s feedback. The final draft is very similar to the first one.

<p>Editing Process: C.O.P.S. Capitalization Omissions Punctuation Spelling</p>	<p>Author proofread essay carefully, so it is free of typos. The writing demonstrates comprehension of grammar rules.</p>	<p>Author proofread essay and tried to minimize the errors. Careless errors no longer exist, but mistakes remain mostly due to confusion about some grammar rules.</p>	<p>Author haphazardly proofread the essay (spellchecked, but nothing else) and many errors remain that make the essay awkward.</p>	<p>Author didn't spell check or proofread. The grammar mistakes are rampant and change the intended meaning of some of the sentences.</p>
<p>Presentation</p>	<p>Piece is read clearly, fluently, and with expression. 2 minutes in length.</p>	<p>The piece is mostly read clearly, fluently, with expression. It is within 30 sec. of 2 min.</p>	<p>The piece is hard to understand. It's read too fast, or the words are mumbled, or there's little expression, or there are a lot of awkward pauses or "ums", etc. The piece is up to 1 minute off.</p>	<p>The piece was not recorded, or is impossible to understand. The timing is more than 1 minute off.</p>