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| --- | --- | --- | --- | --- |
| **Traits** | **4** | **3** | **2** | **1** |
| **Focus & Details** | There is one clear, well-focused topic. Main ideas are clear and are well supported by detailed and accurate information.  | There is one clear, well-focused topic. Main ideas are clear but are not well supported by detailed information. | There is one topic. Main ideas are somewhat clear. | The topic and main ideas are not clear. |
| **Organization** | The introduction is inviting, states the main topic, and provides an overview of the paper. Information is relevant and presented in a logical order. The conclusion is strong.  | The introduction states the main topic and provides an overview of the paper. A conclusion is included. | The introduction states the main topic. A conclusion is included. | There is no clear introduction, structure, or conclusion.  |
| **Connection to class discussion/readings** | The author uses many connections from the readings and discussions in their essay. | The author uses connections from the readings and discussions. The choice and placement of these connections is inaccurate at times and/or seems overdone. | The author uses some connections to class readings and discussions.  | The writer uses limited to no connection to class readings or discussions. |
| **Sentence Structure, Grammar, Mechanics, & Spelling** | All sentences are well constructed and have varied structure and length. The author makes no errors in grammar, mechanics, and/or spelling. Author uses 5 sentences per paragraph. | Most sentences are well constructed and have varied structure and length. The author makes a few errors in grammar, mechanics, and/or spelling, but they do not interfere with understanding. Author uses 5 sentences per paragraph. | Most sentences are well constructed, but they have a similar structure and/or length. The author makes several errors in grammar, mechanics, and/or spelling that interfere with understanding. Author uses 4 sentences per paragraph. | Sentences sound awkward, are distractingly repetitive, or are difficult to understand. The author makes numerous errors in grammar, mechanics, and/or spelling that interfere with understanding. Author uses less than 4 sentences per paragraph.  |

**Essay Rubric for English/Socials Essay**

*Rough Draft due March 27th. Good copy due April 4th.*

**Drafting Checklist**

|  |  |
| --- | --- |
| **Yes** | **No** |
| Have I fully answered the main question of the essay? Did I use examples from class readings and discussions? |  |  |
| Do the sentences in my paragraphs work together to clearly express one main idea? |  |  |
| Have I included transitional words or phrases that connect my paragraphs?  |  |  |
| Are the events described in my essay presented in a clear, chronological order? |  |  |
| Have I corrected my sentence fragments? |  |  |
| Do my verbs agree with their subjects? |  |  |
| Have I used standard punctuation throughout my work?Is every word spelled correctly? |  |  |