

# 5 Paragraph Essay Rubric

| Criteria  | Level 1 (50% - 59%)   | Level 2 (60% - 69%)   | Level 3 (70% - 79%)   | Level 4 (80% - 100%)   |
|---|---|---|---|--|
| <b>Knowledge and Understanding</b>  |   |   |   |  |
| use appropriate words, phrases and a variety of stylistic devices, to effectively communicate their meaning and engage their intended audience                          | rarely uses appropriate words, phrases, and a variety of stylistic devices, to effectively communicate their meaning and engage their intended audience                                 | sometimes uses appropriate words, phrases, and a variety of stylistic devices, to effectively communicate their meaning and engage their intended audience                          | usually uses appropriate words, phrases, and a variety of stylistic devices, to effectively communicate their meaning and engage their intended audience                                    | always uses appropriate words, phrases, and a variety of stylistic devices, to effectively communicate their meaning and engage their intended audience                                    |
| use editing, proofreading skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively        | uses editing, proofreading skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and presents their work effectively with limited success | uses editing, proofreading skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively with some success | uses editing, proofreading skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively with considerable success | uses editing, proofreading skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively with outstanding success |
| use the writing process   | uses few aspects of the writing process   | uses some aspects of the writing process  | uses many aspects of the writing process  | uses most aspects of the writing process   |
| write complete sentences that communicate their meaning clearly and effectively, varying sentence type, and length, making smooth and logical transitions between ideas | rarely writes complete sentences ...  | sometimes writes complete sentences ...   | usually writes complete sentences ...   | always or almost always writes complete sentences ...  |
| research topic under study  | research demonstrates limited use of inquiry skills   | research demonstrates some use of inquiry skills  | research demonstrates considerable use of inquiry skills  | research demonstrates thorough use of inquiry skills   |
| <b>Thinking</b>   |   |   |   |  |
| consider the audience when developing a piece of writing  | occasional awareness of audience when developing a piece of writing   | some awareness of audience when developing a piece of writing   | a considerable awareness of audience when developing a piece of writing   | a strong awareness of audience when developing a piece of writing  |
| describe concept in an organized manner   | description of concept demonstrates limited organization  | description of concept demonstrates some organization   | description demonstrates considerable organization  | description of concept demonstrates a high level of organization   |
| <b>Communication</b>  |   |   |   |  |
| use a variety of techniques to incorporate borrowed information into written work   | uses a few techniques to incorporate borrowed information smoothly into written work  | uses some techniques to incorporate borrowed information smoothly into written work   | uses a variety of techniques to incorporate borrowed information smoothly into written work   | uses a wide variety of techniques to incorporate borrowed information smoothly into written work   |
| communicate information effectively   | communicates information with limited effectiveness   | communicates information with some effectiveness  | communicates information with considerable effectiveness  | communicates information with a high degree of effectiveness   |
| <b>Application</b>  |   |   |   |  |
| use evidence from a text to support opinions  | uses a few specific examples to support an opinion  | uses some specific examples to support an opinion   | uses many specific examples to support an opinion   | uses many compelling examples to support an opinion  |
| use structure for introductory paragraphs of short essays   | uses simple structure for introductory paragraph  | uses adequate structure for introductory paragraph  | uses effective structure for introductory paragraphs  | uses sophisticated structure for introductory paragraphs   |
| use voice and language to suit form   | occasional use of voice and language  | appropriate use of voice and language   | consistent use of voice and language  | skillful use of voice and language   |