**Report Rubric Name:**

**Introduction Yes Almost No**

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| --- | --- | --- | --- |
| **Background Info/Context:** Give the readers some general information on the topic. Who, what, when, where, why, how, etc. |  |  |  |
| **Thesis:** Do not write everything about the topic. Choose a focus. The thesis should state what point you are trying to make about the topic. |  |  |  |

**First Body Paragraph Yes Almost No**

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| --- | --- | --- | --- |
| **Topic Sentence:** Complete sentence clearly states the main idea of the paragraph rather than just stating a supporting fact. |  |  |  |
| **Details/Facts:** Paragraph includes relevant, specific facts that support the main idea of the paragraph. All facts on topic. |  |  |  |
| **Explanation/Elaboration:** Writer does not just list facts. Writer explains why each fact relates to and supports the thesis. In other words, the essay uses follow-up sentences to explain why facts are important. |  |  |  |

**Second Body Paragraph**

|  |  |  |  |
| --- | --- | --- | --- |
| **Topic Sentence:** Complete sentence clearly states the main idea of the paragraph rather than just stating a supporting fact. |  |  |  |
| **Details/Facts:** Paragraph includes relevant, specific facts that support the main idea of the paragraph. All facts on topic. |  |  |  |
| **Explanation/Elaboration:** Writer does not just list facts. Writer explains why each fact relates to and supports the thesis. In other words, the essay uses follow-up sentences to explain why facts are important. |  |  |  |

**Third Body Paragraph Yes Almost No**

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| --- | --- | --- | --- |
| **Topic Sentence:** Complete sentence clearly states the main idea of the paragraph rather than just stating a supporting fact. |  |  |  |
| **Details/Facts:** Paragraph includes relevant, specific facts that support the main idea of the paragraph. All facts on topic. |  |  |  |
| **Explanation/Elaboration:** Writer does not just list facts. Writer explains why each fact relates to and supports the thesis. In other words, the essay uses follow-up sentences to explain why facts are important. |  |  |  |

**Conclusion Yes Almost No**

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| --- | --- | --- | --- |
| **Restate thesis:** restate the main idea of your essay. |  |  |  |
| **Summarize:** write at least one sentence for each paragraph to summarize the most important points in you essay. |  |  |  |
| **So What?** Explain why the information in you essay should still matter today. Why should people care? Can we learn any lessons? |  |  |  |

**Organization:** Where does everything go? **Yes Almost No**

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| --- | --- | --- | --- |
| **The order of the body paragraphs** show a clear progression of ideas. The order makes sense and end the essay with a strong point. |  |  |  |
| **Each paragraph has a clear focus**. Each argument should have its own paragraph. Don’t try to discuss different arguments in the same paragraph. |  |  |  |
| **The order of details in each paragraph** makes sense. The paragraph has a beginning, middle and end. It is logical and easy to follow. |  |  |  |

**Voice:** What does it sound like? **Yes Almost No**

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| --- | --- | --- | --- |
| Uses strong, interesting words (i.e. *horrendous* is stronger than *bad*) Word choice is also appropriate for the audience, (i.e. Don’t write something like “cool, dude!” if you’re writing for a teacher.) |  |  |  |
| Uses transition words (*After, one day, since, etc*.) to help the writing flow. |  |  |  |
| Uses a variety of sentence structures (simple, complex, compound etc.) Don’t start every sentence the same way! |  |  |  |

**Conventions: Yes Almost No**

|  |  |  |  |
| --- | --- | --- | --- |
| Uses capital letters where needed (at the beginning of a sentence, proper nouns) |  |  |  |
| Every sentence has correct punctuation. (periods, commas, apostrophes, quotation marks etc.) |  |  |  |
| Every sentence is complete and makes sense. |  |  |  |
| Spelling is correct. |  |  |  |