

ESSAY OUTLINE RUBRIC

	10	8	6	4	2	0
MLA FORMAT	Header and title are correct Font is Times New Roman, 12 pt, double-spaced		Most of paper has correct MLA format with only a few errors		Most of paper has incorrect MLA format with many errors	No attempt at MLA format
ATTENTION-GRABBER	Essay begins with a strong attention-grabber that is properly cited if it is from a different source		Essay begins with a moderate attention-grabber		Some attempt at an attention-grabber	Lacks any attempt at an attention-grabber
THESIS	Essay has strong thesis. Thesis statement is at end of intro paragraph.		Essay has a thesis, but it is not strong. Thesis statement is incorrectly placed.		Essay has a weak thesis. Thesis statement is incorrectly placed.	The essay does not have a thesis.
REASONS IN SUPPORT OF THE THESIS	Essay gives at least three clear and accurate reasons in support of the argument/thesis.		Essay gives two clear and accurate reasons in support of the thesis OR essay gives at least three reasons for the thesis but they are not totally clear or accurate or major reasons are overlooked.		Essay gives only one clear and accurate reason in support of the thesis OR essay gives more than one reason for the thesis that does not necessarily support claim or are irrelevant or confusing.	Essay does not give convincing reasons to support the thesis..
INCLUSION OF RHETORICAL DEVICES	All three body paragraphs contain and describe rhetorical devices.		Only two of three body paragraphs contain and describe rhetorical devices.		Only one of three body paragraphs contain and describe rhetorical devices.	Essay does not contain rhetorical devices and/or descriptions.
CONCLUSION	Conclusion restates thesis and explains why it is a “real-world” issue; explains why the topic is important.		Conclusion is valid and wraps-up paper but could use some work; thesis is restated in different words		Conclusion is lacking – thesis is not restated in different words or not included at all	No conclusion in essay
ORGANIZATION	Essay has a compelling introduction (including hook, transition, and thesis), at least four body paragraphs addressing evidence for and against claim (argument), and a strong conclusion.		Essay has clear introduction, body paragraphs, and conclusion, but it would benefit from more organization to improve overall flow and persuasive nature of essay.		Essay is organized but sometimes gets off topic and needs further structuring to greatly improve overall flow and persuasive nature of the essay.	Essay is aimless and disorganized/ lacks a clear introduction, body, and conclusion.
VOICE AND TONE	Author shows that he/she cares about the claim (argument) by showing how he/she thinks and feels about it.		Essay is persuasive but lacks personal reasoning, which shows greater passion for the topic by the author. Author needs to tell more how he/she thinks and feels about the claim (argument).		Essay is bland and/or pretentious without much evidence or fact. The author seems fake and/or not genuine in his/her discussion of the controversy	Essay is far too formal or informal. It sounds as if the author is not interested in nor cares about the topic of the essay.
WORD CHOICE AND SENTENCE FLUENCY	Words convey intended meanings in a precise, meaningful, powerful, and engaging way. Sentences are clear, complete, and of varying lengths.		Words convey intended meaning. Essay has mostly well-constructed sentences.		Words are functional and convey basic meaning but are weak or repetitive. Sentences are sometimes awkward and/or contain run-ons and fragments.	Many run-ons, fragments, and awkward phrasings make the essay difficult to read and understand.
CONVENTIONS	Essay uses correct grammar, spelling, and punctuation.		Essay uses mostly correct conventions. There are a few errors to be fixed.		Essay has enough errors to distract the reader.	Essay contains numerous errors making the paper difficult to read.

