Name

**Directions**: Your partner will fill this rubric out to grade your essay after you read it aloud to him/ her.

**Informative Essay Rubric**

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| --- | --- | --- | --- | --- |
| Paragraph | 1 | 2 | 3 | 4 |
| Introduction | - Missing Background information  -Unclear focus statement  -No historical context | - Background information is confusing or unclear  -Unclear focus statement  -Missing some historical context | -Has clear background information  -Clear focus  -Cites historical context | -Presents background information with relevant dates and actors  -Clear focus in author’s words  -Clearly and specifically cites historical conext |
| Proof 1 | -There is no main idea or focus statement.  - The author didn’t explain the historical factor.  - There are no direct quotes.  -The author didn’t explain the impact. | - There is a main idea but it is difficult to understand.  - The author tried to explain the factor, but it is confusing or incorrect.  -There is a direct quote, but the source is unclear or it doesn’t support the main idea.  - The author tried to explain the impact, but it is unclear. | - There is a main idea.  - The author explained the historical factor.  - There is at least 1 direct quote with a source.  - The author explained the impact in clear language. | - There is a main idea that is clear and explained in professional language.  - The author clearly explained the historical factor in professional language.  -There are multiple direct quotes and the source is clear.  - The author explained the impact in clear language. |
| Proof 2 | See Above | See Above | See Above | See Above |
| Proof 3 | See Above | See Above | See Above | See Above |
| Conclusion | - Didn’t restate focus.  -Didn’t summarize all evidence.  -No call to action. | -Restated focus  -Summarized some evidence.  -States the impact in their own words.  -Doesn’t include call to action. | -Restated focus  -Summarized all evidence  -States impact  -Includes call to action | -Rephrased focus  -Summarized all evidence  -States impact and thinks beyond what we have learned as a class.  -Includes clear call to action. |
| Whole Essay | - There are many errors that make the essay difficult to understand.  - There are more than 3 inaccurate facts. | -There are some errors that make parts of the essay difficult to read.  - There are 2-3 inaccurate facts. | - There are some errors, but the essay is still easy to understand.  - There is 1 inaccurate fact. | - There are no errors.  -All facts are accurate and explained clearly. |

**Feedback**

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| **Star**  According to your partner, what did you do well on your essay? Use the language of the rubric. | **Step**  According to your partner, what do you need to change to improve your essay? |
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