

# Essay Rubric Self-Evaluation

Category:	5	4	3	2	1
<b>Creativity/Effort</b>	Student clearly made an effort to be creative, using new verbs and vocabulary correctly.	Student clearly made an effort to be creative, trying to use new verbs and vocabulary, but made several mistakes.	Student used little variety of verbs and subjects sticking with familiar vocabulary, with frequent errors. Work showed lack of effort.	Student had so many errors it was incomprehensible. Work showed lack of effort.	No Essay was turned in.
<b>Organization &amp; Structure</b>	The essay is clear and easily read. At no time is the reader wondering what the writer is trying to say. The Introduction and Conclusion are stated.	Some aspects of the essay are not clear. The reader understands what the writer is trying to say.	Most aspects of the essay are not clear, and the reader is left wondering what the writer is trying to say. Introduction and/or conclusion is missing.	The handed in paper presents no organization.	No Essay was turned in.
<b>Mechanics &amp; Format</b>	There are 0-3 spelling, punctuation or grammatical errors.	There are 4-6 spelling, punctuation or grammatical errors	There are 7-9 spelling, punctuation or grammatical errors.	There are more than 10 spelling, punctuation or grammatical errors.	No Essay was turned in.
<b>Content</b>	Covers topic in-depth with details and examples. Subject knowledge is excellent, and in student's own words.	Includes essential knowledge about the topic. Subject knowledge appears to be good, and in the student's own words.	Includes essential information about the topic but does not appear to be the student's own words.	Content is minimal OR plagiarized	No Essay was turned in.
<b>Introduction, Thesis, Quality Info., Arguments, and Evidence</b>	Includes all of the key components	Has most of the key components	Has many of the key components.	Missing most key components	No Presentation was completed.

Question and/or Message to the Teacher:

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<b>Organization &amp; Structure</b>	The essay is clear and easily read. At no time is the reader wondering what the writer is trying to say. The Introduction and Conclusion are stated.	Some aspects of the essay are not clear. The reader understands what the writer is trying to say.	Most aspects of the essay are not clear, and the reader is left wondering what the writer is trying to say. Introduction and/or conclusion is missing.	The handed in paper presents no organization.	No Essay was turned in.
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Teacher Feedback & Questions: