**0Title of Essay reflects** **content**: Yes No (2 points)

Descriptive Essay Rubric

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| CATEGORY | **4** | **3** | **2** | **1** |
| clear**Introduction and Thesis** | Introductory paragraph clearly states subject of essay and captures reader's attention. Thesis statement is effectively crafted. | Introductory paragraph states subject of essay but is not particularly engaging. | Introductory paragraph attempts to state subject of essay but does not contain a clear thesis. | No attempt is made to state the subject of the essay in an introductory paragraph. |
| clear**Sensory Details** | Essay includes engaging details that appeal to the five senses (taste, touch, sound, sight, smell). | Includes some details that appeal to the five senses. | Includes only a few details that appeal to the senses. | Includes no details that appeal to the senses. |
| clear**Word Choice** | Writer uses vivid words and phrases that linger or draw pictures in the reader's mind, and the choice and placement of the words seems accurate, natural and not forced. | Writer uses vivid words and phrases that linger or draw pictures in the reader's mind, but occasionally the words are used inaccurately or seem overdone. | Writer uses words that communicate clearly, but the writing lacks variety, sophistication, or flair. | Writer uses a limited vocabulary that does not communicate strongly or capture the reader's interest. Jargon or clichés may detract from the meaning. |
| clear**Figurative Language**  **Simile/Metaphor/**  **Personification, etc.** | Writer effectively uses simile, metaphor, and personification to describe the subject. | Writer uses one example of simile, metaphor, or personification to describe the subject. | Writer may try to use simile, metaphor, and personification but does so incorrectly. | Writer does not include simile, metaphor, or personification in essay. |
| **Development and Organization (paragraphs clearing showing choice of either chronological, spatial, or order of importance)**  clear**Sentence Structure**  **(Variety, Clarity, Fluency)** | Writer organizes the essay in multiple, fully-developed paragraphs with transitions and links that connect the body paragraphs back to the thesis.  All sentences are well-constructed with varied structure. | Writer organizes the essay in multiple paragraphs with some transitions and links that connect the body paragraphs back to the thesis.  Most sentences are well-constructed with varied structure. | Writer organizes the essay in paragraphs that need further development. Transitions and links to the thesis are inadequate.  Most sentences are well-constructed but have a similar structure. | Writer does not organize the essay in paragraphs. There are no transitions or links back to the thesis.  Sentences lack  structure and appear incomplete or rambling. |
| clear**Grammar, Mechanics, and MLA format** | There are no errors in grammar or punctuation. | There are some errors; however, these errors do not distract the reader. | There are errors that distract the reader. | There are serious errors that interfere with the reader's understanding of the essay. |

**Total Score: \_\_\_\_\_\_\_\_/30**